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ABSTRACT

The effectiveness of Australia's Adult Learners' Week campaign was evaluated before the event in August, 2001, and 2002, and after the event in September, 2001 and 2002. Each of these stages in the evaluation involved a random telephone survey of approximately 1,000 Australian residents over the age of 18 years. In addition, focus groups were conducted in five Australian cities in late October, 2001 and in another five Australian cities in late October, 2002. The evaluation clearly identified the following tiers of adult learning: (1) structured programs (of short duration or part-time and primarily institutionally based and pursued out of self-interest); (2) "serious" or qualification/vocation-based long-term learning; and (3) learning that incorporates life and do-it-yourself learning (for example, research/reading, informal learning, and travel). It was concluded that Adult Learners' Week and efforts to publicize it should continue to target all Australian adults. Awareness of the term "Adult Learners' Week" increased from 23% to 28% in 2001 and from 21% to 29% in 2002, whereas awareness of publicity rose from 19% to 24% in 2001 and from 20% to 26% in 2002. (Twenty tables/figures are included. The following items are appended: a description of learning segments in 2001; summaries of conversations with state/territory coordinators; and a summary of the 2001 qualitative findings.) (MN)

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National Evaluation of Adult Learners' Week 2001 and 2002

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Executive summary

Summary of needs assessment

The Australian National Training Authority (ANTA) commissioned ACNielsen to conduct an independent national evaluation into the impact of Adult Learners' Week (ALW) as a promotional activity for adult and community education (ACE) and lifelong learning. This project was subsequently managed by the National Centre for Vocational Education Research (NCVER). This evaluation was undertaken in 2001 and 2002.

Study context

In reading these findings, it should be noted that the evaluation of Adult Learners' Week was conducted prior to Adult Learners' Week in August 2001 and 2002, and after the event in September 2001 and 2002. Each of these stages involved a random telephone survey of approximately 1000 residents aged over 18 years throughout Australia. An initial pilot test was conducted to confirm questionnaire structure, wording and length. Figures refer to the findings of the survey conducted after the 2002 Adult Learners' Week unless otherwise noted.

Qualitative research was also conducted in late October 2001 and 2002 to explore issues and responses to Adult Learners' Week communication. In 2001, this involved one focus group in each of Sydney, Adelaide, Perth, Melbourne and Brisbane. In 2002, groups were undertaken in Campbelltown, Melbourne, Bendigo, Charleville and Brisbane. Comments are made if/where applicable.

Campaign context

The 2002 Adult Learners' Week campaign targeted two distinct learning markets: an internal/industry program aimed at adult learning providers and learners using the message *It's time to share the value of learning* and an external or 'outreach' program aimed at older rural men, using the message *Never stop learning* (seeking to encourage members of the community to seek out the learning opportunities available to them).

As a result of this shift in direction, the 2002 evaluation sought to explore learning issues and campaign responsiveness among three types of learners.

- *Committed learners:* people who have recently done/intend to continue adult learning, including some who have done or would consider teaching or organising classes/courses for adult learners
- *An outreach group:* males aged 45 to 60 living in regional/rural areas who are not regular learners
- *Those with barriers to learning* (to assist in developing future directions for the campaign): those who have not done any adult learning and don't intend to do any in the future, including a mix of people who did not finish school, who are currently unemployed, or for whom English is a second language

Conclusions—What is adult learning? (qualitative research)

The qualitative research clearly identified three tiers of adult learning, at the core of which are structured programs (short duration/part time and primarily institutionally based and self-interest). The next level involves 'serious' or qualification/vocation-based long-term learning, followed by 'big picture' learning which incorporates life and do it yourself learning (for example, research/reading, informal learning, travel). The latter level can be classed as adult learning but not as 'proper' learning for most.

Two schools of thought emerge on what is involved in adult learning—one involves both vocational and personal interest, while the other focusses on vocation-related learning (found for some in the 'outreach' target).

Committed learners see past the immediate benefits of adult learning to life-enhancing benefits and applications of gained knowledge—it is part of life and benefits have been reinforced by positive outcomes in the past. Those with some barriers to learning or in the target outreach audience tend to focus on short-term gains such as qualifications or earning potential. They are wary of the perceived effort that learning is seen to involve, and while they have had positive experiences, other experiences have undermined their value of learning (deficiencies with trainers, poor course material, early schooling).

Conclusions—Who is the Adult Learners' Week audience?

The base audience of the campaign comprises all Australian adults: 'Adult Learners' Week is a national celebration and promotion of all forms of adult learning …' The year 2002 was the first that Adult Learners' Week has divided its focus, targeting two distinct learning markets: an internal/industry program aimed at adult learning organisations and an 'outreach' program aimed at older rural men.

As noted in the benchmark research in 2001, there is often a segment of the population with greater take-up of messages surrounding the campaign. This generally includes people who are already open to messages about adult learning, and hence, more likely to be inspired by such messages.

Continued on next page

Conclusions—Who is the Adult Learners' Week audience?, cont'd

Seven distinct learning segments emerge in the latest study, some with surprising similarities to previous studies, and some with a stronger disposition toward learning messages.

- Three-quarters of Australians feel positively about adult learning regardless of their intention to integrate learning as part of their life.
- Within the wider population, four segments can be classed as learning advocates (even if learning is not a current activity), one segment as indifferent to learning, while two express negative opinions of learning.
- Interestingly, a direct match has been found between two particular segments in the 2000 Australian National Training Authority publication, *A national marketing strategy for VET: Meeting client needs** and the current Adult Learners' Week evaluation. These are the 'learn to earn' (focus on job/qualification-oriented learning and very likely to learn in the future) and 'forget it' (least value learning and unlikely to undertake more) segments. Little change has been found in their size during this period with 17% being 'learn to earners' (17% in 2000) and 10% being 'forget it' learners (8% in 2000).
- Importantly, the evaluation also identified segments which closely relate to the target audiences for the 2002 communications:
  - 'Passionate all-rounders' who are positive about learning whether job or personal in nature, positive about adult learning messages, and very likely to learn in the future (11% of the community). This segment is more likely to be skewed towards an older (55+) female, and not necessarily employed (part time, professional, or retired).
  - The 'not for me' segment is positive about adult learning but is unlikely to learn for work and less likely to learn in the future (16% of the community). They are more likely to be older (45+) and male, and not necessarily employed (retired or pensioners).

Awareness of the term 'Adult Learners' Week' has been taken up by a higher than average proportion within the higher appeal group:

- In the study undertaken after Adult Learners' Week, the 'passionate all-rounders' adult learning segment shows strongest awareness (41% vs. the overall average of 29%), while the 'forget it' segment shows lower awareness (17%).
- The 'not for me' learning segment shows 'average' awareness (30%).

Knowledge of the term and awareness of associated publicity record similar demographic profiles. Recall is more likely among females, those aged over 45 and those in regional Australia, as well as those from the Northern Territory, Tasmania and the Australian Capital Territory. This pattern is evident in the both 2001 and 2002 studies.

* ANTA 2000, *A national marketing strategy for VET: Meeting client needs*, ANTA, Brisbane.

Conclusions—Has the Adult Learners' Week audience changed?

Significant changes in awareness levels have been identified between the surveys undertaken before and after Adult Learners' Week in both 2001 and 2002. Awareness of the term rose from 23% to 28% in 2001 and from 21% to 29% in 2002, while awareness of publicity rose from 19% to 24% in 2001 and from 20% to 26% in 2002. This suggests that the changed focus in 2002 has not eroded the campaign's reach. Further, some parts of Australia are more likely to show increases:

- In relation to the term 'Adult Learners' Week', in 2002, New South Wales, Queensland and Victoria are the only states to show a significant increase in awareness between the survey periods. In 2001, Queensland and the Australian Capital Territory showed significant changes.
- In relation to publicity about Adult Learners' Week, in 2002, Tasmania is the only state to show a significant increase in awareness, with Northern Territory also showing a large increase. In 2001, Victoria and Queensland showed significant changes.

In 2002, both of the campaign target groups demonstrated significant increases in awareness from pre- to post-campaign:

- In terms of the *outreach* group (males aged over 45 in regional areas), awareness of the term, 'Adult Learners' Week' increased from 16% to 28%, and awareness of publicity increased from 15% to 29%.
- In terms of the *internal* group (those currently undertaking learning, very likely to continue learning and strongly agree that learning is important for all), awareness of the term increased from 23% to 32%, and awareness of publicity increased from 22% to 27% (not statistically significant).

As always, the achievement of a change in awareness must be balanced by the level of investment and resources used to achieve this improvement. This is one of the aims of the tracking campaign.

Conclusions—What approaches is Adult Learners' Week using?

Of those aware of some publicity or information, the main avenue is through stories or editorials (newspaper, television, radio) with a significant increase in 2002 from 47% before the week to 57% after the week.

Television announcements or advertising were mentioned by 25% both before and after the event in 2002, lower than in 2001 (42% before with 34% after).

Another significant difference between the two years is the drop in recall of print materials from 25% post-Adult Learners' Week 2001 to 1% post-Adult Learners' Week 2002.

- Slightly more of those in the 'not for me' segment (similar to the outreach target group) show awareness of stories and editorials.
- More 'passionate all-rounders' show awareness of an adult community education centre.
- More of those in the 'enough for now' segment show awareness of television and radio announcements and advertising.

There have been significant drops in the proportion of residents who have *not* seen any activities or promotion related to Adult Learners' Week in both 2001 (86% to 81%) and 2002 (83% to 78%). Both the *outreach* (88% to 74%) and *internal* (84% to 72%) target groups are significantly less likely in 2002 to be unaware of activities or promotion post-Adult Learners' Week. These findings suggest that the targeted approach taken in the 2002 campaign has proven effective, given the response among both target groups.

Recall of the 1300 telephone number, the Collins writing competition and local area activities appear slightly higher than noted for other activities.

Conclusions—How is Adult Learners' Week being marketed?

Of those aware of some publicity or information, there is consistently greater recall of messages that adult learning is available for adults of any age and that it doesn't matter how old you are. In 2002, the only message to show a significant increase in recall from pre- to post-Adult Learners' Week is that *adult learning is for everyone*.

For the segment identified as being passionate about adult learning, messages more often recalled are *learning is something you can do every day/part of life* and *keep on trying*. The 'not for me' segment (similar in profile to the outreach group) tend to recall *tell people/get involved/share the value of learning* and *all types of learning are important*. Perhaps not surprisingly, those in the 'forget it' segment didn't take any particular message away from the campaign.

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Conclusions—How is Adult Learners' Week being marketed?, cont'd

The follow-up qualitative research suggests relatively clear messages are associated with the 2002 campaign. These can be expanded and their familiarity easily enhanced.

- The internal campaign is seen as aimed at learning providers (rather than individuals) and incorporates messages which encourage them to celebrate and promote their product, to 'come and teach', and to take advantage of advertising and resources. There is also a feeling that it is aimed more at self-interest and that the poster's visual cues suggest a youthful learning target.
- The outreach campaign is seen as aimed at the older male demographic with a strong message of *keep learning, go out and communicate, fulfil your life, you're never too old to learn*, and *I did it, you can do it*. It does however, obtain a mixed reaction dependent upon openness toward adult learning.

It is clear that the types of messages used in the campaign appeal to people. Consistent with last year, the most favoured message is that *learning is a lifelong activity*.

- It is clear that the two most negative adult learning segments, the 'forget it' and 'unenthusiastic learners' segments, are significantly less likely to find appeal in all/most of the statements related to adult learning.
- Of interest, however, is that the 'not for me' segment (similar in profile to the target outreach group and somewhat indifferent in their view of adult learning) is as likely as the general population to find appeal in the messages, suggesting they are not averse to hearing about learning per se.
- The three more positive segments ('passionate all-rounders', 'learn to earn' and 'learning on hold') show higher-than-average appeal in the statements about adult learning.

The campaign messages encourage positive feelings—people tend to strongly agree that the messages remind them of the good things about adult learning. They are prompted to think that learning could be for them, and that learning is something they'll be doing in ten years' time.

The messages are more likely to connect with the *internal* campaign target group than the *external* group.

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Conclusions—How is Adult Learners' Week being marketed?, cont'd

As was found in 2001, the follow-up qualitative research identified many positive outcomes of the campaign. The messages and stories are appealing and credible, and the use of real and 'down-to-earth' people is a particular strength—those who portray learning as a positive undertaking and who help to make learning look attainable. There is a much clearer call to action in the latest campaign, and regardless of personal affinity with the message, there seems to be little difficulty in suggesting the desired outcome from the material.

In terms of areas of opportunity, the 2002 campaign has moved past some of the issues raised in 2001. Participants no longer stress changes to the delivery of the message. In 2001 more concern was directed towards reflecting the objective of celebrating learning—a desire for those used as case studies to be inspiring and enthusiastic in the way they spoke about their learning experience. Future campaigns could incorporate an 'older' face for the internal campaign, a message for individuals (if this is desired), small changes to the Adult Learners' Week website to improve user-friendliness, and an incentive other than competitions for the outreach program.

Recommendations

Focus on quality not quantity

Where a limited budget and campaign effort applies, the aim of communications should be to improve the *quality* of recall rather than the *quantity* of recall. In other words, the aim should be to obtain small but quality increases in awareness rather than seek big increases in awareness but degrade or dilute the offer/cause.

Importantly, the communication does not seem 'tired' (that is, it hasn't shown signs of wear, such as reduced awareness, inability to present a clear message) and hence, is not implying an obvious need for change. We would suggest that Adult Learners' Week campaign continue with the type of activity used in the latest campaign, including a more specific focus, which relies on a supportive network of state and territory co-ordinators and a network of learning providers and information providers.

Who is the target audience?

The change in focus for the 2002 campaign, which targeted particular segments of society (rather than offering a message directed at the entire population), has yielded a positive outcome. Awareness levels have been maintained with the target audience reflecting a responsiveness to the message and its relevance. Further, the message used in the internal and external campaigns is easily interpreted (and consolidated).

Consideration could be given to widening the internal campaign to provide greater relevance to specific individuals (that is, committed learners). The existing material is seen to relate primarily to learning providers, whether these are organisations or teachers, and hence learners see the message as less relevant to them. There is a feeling that sharing the value of learning is someone else's—the learning provider's—responsibility and area of interest.

Changing the external segment target may have varying impacts on overall awareness and response to communication. The outcome will depend on the size of the segment, the level of resistance this segment has to receiving messages about learning, and the triggers surrounding learning. The segmentation analysis undertaken in the latest study may facilitate a greater understanding of the relative value in considering particular segments. The follow-up exploratory research will provide insights for developing messages for particular groups, such as those with barriers to learning, older workers etc.

Who is the target audience?

If encouraging committed learners to become learning providers is a future priority for the Adult Learners' Week, the internal campaign may need to be diversified and expanded to demonstrate the transition from student to teacher to committed learners. It is recommended that qualitative research is first undertaken to investigate this process. Expanding the campaign in this manner may, however, be outside the scope of this campaign given its broadness of purpose.

Key performance indicators and return on investment

The obvious key performance indicator from a campaign such as Adult Learners' Week is what is happening to take-up of the message.

A possible indicator could be course enrolments; that is, at the end of the day, how much has been spent on communications for an incremental increase in enrolments? However, an indicator such as this has a number of inherent problems:

- Enrolments cannot accurately address all forms of adult learning, given the structured and unstructured nature of learning.
- Enrolments will be affected by activity outside Adult Learners' Week and, hence, direct impact will be difficult to attribute. This includes independent promotions by learning providers, media activity, other 'weeks' etc.
- There is a lag effect in take-up at this level as people may be inspired but not act on their motivation until some time later. This is because the campaign message may be only one part of the learning encouragement process, or may not 'fit' at the exact period of time that the message was received.
- This relies on reporting of enrolments and changes over time by a representative cross-section of learning providers.
- It fails to recognise that the communications can only aim to achieve so much—to reach the right people/target group, generate interest and create the environment for conversion to enrolment. What occurs after conversion is an external issue and may still disappoint/fail to meet expectations (for example, how it is handled, course content, course experience).

Another indicator could be the growing recognition and acceptance of lifelong learning by communities. While this measure has not been quantified in this study, anecdotal comments in the qualitative research (2001 and 2002) suggest it is a common and growing belief. As with enrolments, however, this is strongly influenced by aspects outside Adult Learners' Week and cannot be directly attributed to the campaign. One possibility is for future evaluations to gauge and track opinion on this issue among those aware of Adult Learners' Week and the wider population.

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Key performance indicators and return on investment, cont'd

We suggest that a more useable set of key performance indicators under these circumstances is a more immediate call to action which can be directly attributed to the Adult Learners' Week promotional activity. This relates to enquiries by telephone and website visitation and queries (the latter once this facility is available), and year-by-year comparisons. While this may prove the most direct measure, as noted by Adult Learners Australia, it would also need to be adopted with some caution.

> *As yet, there is no single call to action resource available in Australia (unlike the UK who have the Learn Direct call centre and web-based database as a single-point reference service). It should also be noted that, while the national website and 1300 are promoted on nationally produced materials, alternative websites and phone numbers are also often promoted on ALW materials produced by States or local providers. It should be recognised too that some demographics are uncomfortable using either a phone or website to gather information and may prefer to seek information in a face to face environment such as at their local learning provider, public library or at a learning provider display at a shopping mall. Finally, it should be noted that our aim with the ALW campaign is not to have people call a number or visit a website, but to actively seek out and make contact with the various learning providers in their local community.*

Adjunct to campaign

To add power to the campaign, and to provide editorial content which will be of interest to media gatekeepers (for example, editors/program managers etc. with newspapers and radio/television stations), Adult Learners' Week could create an editorial environment to enable receipt of advertising. This will facilitate the known synergy between print/visual media and editorial content (advertising is at its most powerful when able to tap into the target audience profile as well as higher audience viewing/listening/readership).

It could take the form of a syndicated interview with a respected 'knowledge' person that would attract the interest of not only the communication channel but the target audience. This could then be 'top and tailed' by the relevant community service announcements to bring the campaign or campaign 'face' to life. In essence, this will seek to create a more favourable environment for receiving the message.

In this way a low-cost supplement (using a 'real' person with 'real' life experiences) is provided to the main communications which can act as 'filler' for media providers. It is likely that non-metropolitan providers would be the main thrust of this additional communication.

This could be tied to/leveraged off the type of editorials/stories and press coverage of events by state and territory co-ordinators.

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To 'week' or not to 'week'?

The use of a week has been an ongoing area of some controversy. A 'week' implies a use-by date and relevance during a certain time. Adult learning is clearly more than a one-week event, and more than a set time period—it is a lifelong activity.

Further, the adult learning message has to stand on its own, it is a long journey which should extend and stay relevant. It is critical that there is no complacency in the value of the offer or the message presented.

Despite this, there are many quite significant issues in favour of continuing with an Adult Learners' *Week*, to the point that a 'week' works for adult learning rather than against it.

- There is little ability to control the use and distribution of the Adult Learners' Week message and materials following its initial distribution.
- The use of a week provides a device to concentrate attention and raise the relevance of adult learning—to cut through the clutter and place value on the material, given the strong use of networking and below-the-line activity.
- A week can focus the end user (for example, learning organisations, media) who has no vested interest other than to feel good and be a good corporate citizen.

In light of this, the week focus (but with a campaign which commences early in the year and extends beyond the week with support/follow-up) is probably the best and most cost-effective way to control the end user and cut through competing messages. This still allows for innovation in developing new ways or messages to present to and reach target audiences.

Recommendations —Overview

As noted in 2001, the Adult Learners' Week campaign has created a platform for the future, and perhaps most importantly, a foundation for the communication to evolve in a workable framework over time. This is not always the case with communication campaigns, and is an important and positive step for the future development of Adult Learners' Week.

Any action points noted in this document need to be tempered by the funds available on the campaign and the support available from states and territories (including co-ordinators, learning providers, sponsors etc.).

Recommendations —National evaluation objectives

At the beginning of the 2001 evaluation, the Australian National Training Authority provided four primary objectives upon which to evaluate the Adult Learners' Week campaign. If future evaluations are undertaken, these broad objectives will remain relevant as they focus on content, delivery, audience and behaviour.

Additional criteria may provide further insight, although the low level and indirect nature of the campaign suggests that these may need to be supported by both ANTA and Adult Learning Australia. Further evaluation of Adult Learners' Week could include consideration of:

- An examination of community understandings of 'adult learning' (in terms of whether this is primarily vocational, primarily personal interest, or encompasses both), and community acceptance of the importance/need for adult learning. This can then be assessed in relation to the public awareness of Adult Learners' Week and the wider population.
- Identifying and measuring people's expectations of adult learning before and after the campaign; that is, ideally, what is the role of adult learning in the community?
- The reporting phase should include feedback from stakeholders involved in the campaign's development and delivery, such as learning providers, the advertising/communications contractor and state/territory co-ordinators. The research agency could, for example, obtain campaign performance measures during contact with state/territory co-ordinators (for example, simple ratings of their perception of campaign co-ordination, support/advice provided, openness of learning providers etc.). Adult Learning Australia in its end-of-campaign report to ANTA could include additional evaluations of the success of Adult Learners' Week sourced from learning providers or utilise results from the learning provider phone survey conducted by Adult Learning Australia staff.

Needs Assessment

Background

The Australian National Training Authority (ANTA) invited tenders for an independent national evaluation into the impact of Adult Learners' Week (ALW) as a promotional activity for adult and community education (ACE) and lifelong learning. This project was subsequently managed by the National Centre for Vocational Education Research (NCVER).

Adult Learners' Week was first established in Australia in 1995 to promote and encourage lifelong learning. Its stated objectives are to:

- Celebrate and promote the diversity and dynamics of the learning opportunities and pathways available to adults for work, personal development and recreation
- Celebrate the value of learning for the community and individuals in gaining fulfilment in all their endeavours
- Provide an opportunity for all key learning and training providers in the community to forge new relationships and build new structures to enhance seamless pathways and advance the culture of learning in Australia.

Decisions

The research reported here will act as a tool to assess the impact of the Adult Learners' Week campaign on the target audience, as part of assessing the campaign's effectiveness. As such, the project findings will inform decision-making about future funding and support for Adult Learners' Week.

Objectives

The primary purpose of a national evaluation was to:

- Gain understanding of *what* is being marketed by Adult Learners' Week
- Gain understanding of *how* the week is being marketed and the success of these approaches in terms of *market penetration*
- Gain understanding of *who* the audience is that this marketing is reaching and how the Adult Learners' Week marketing is being received by this audience
- Gain understanding of the *behaviour change* (attitudes, awareness and behaviours) towards Adult Learners' Week, adult learning and lifelong learning that they are exhibiting.

This report

This report contains the key findings from the 2001 and 2002 research, which involved both a quantitative stage of testing before and after Adult Learners' Week and a follow-up qualitative stage.

Research Design

Quantitative Research

Survey design

Random telephone surveys were conducted preceding and following Adult Learners' Week in 2001 and 2002.

2001: Adult Learners' Week 2–9 September:

- Pre-Adult Learners' Week survey conducted between 21–27 August 2001
- Post-Adult Learners' Week survey conducted between 17–23 September 2001

2002: Adult Learners' Week 2–8 September:

- Pre-Adult Learners' Week survey conducted between 12–17 August 2002
- Post-Adult Learners' Week survey conducted between 16–22 September 2002

Regional breakdown

Interviews with approximately 1000 residents aged 18 years and over were conducted throughout Australia's states and territories using a stratified random sample to ensure a spread of interviews across geographic areas. The number of interviews conducted in each location is outlined in the table below.

Sample Sizes—Location

	2001		2002	
Output	*Pre-ALW*	*Post-ALW*	*Pre-ALW*	*Post-ALW*
New South Wales	209	200	202	204
Victoria	201	204	202	198
Queensland	200	201	202	199
South Australia	103	100	100	100
Western Australia	106	100	103	100
Tasmania	53	52	51	49
Northern Territory	101	100	103	100
Australian Capital Territory	51	50	51	50
TOTAL	**1024**	**1007**	**1014**	**1000**

Sample Sizes—Metropolitan and Regional

	2001		2002	
Output	*Pre-ALW*	*Post-ALW*	*Pre-ALW*	*Post-ALW*
Metropolitan	538	529	527	526
Regional	486	478	487	474
TOTAL	**1024**	**1007**	**1014**	**1000**

Research Design, Continued

Statistical accuracy and weighting

Results generated from the total random samples of approximately 1000 are accurate to within ±3.2% at the 95% level of confidence. At the state level:

- New South Wales (approximately n=200) to within ±7%
- Victoria (approximately n=200) to within ±7%
- Queensland (approximately n=200) to within ±7%
- South Australia (approximately n=100) to within ±10%
- Northern Territory (approximately n=100) to within ±10%
- Western Australia (approximately n=100) to within ±10%
- Tasmania (approximately n=50) to within ±14%
- Australian Capital Territory (approximately n=50) to within ±14%

Data have been weighted by age, sex and location to reflect known population characteristics.

Significance of results

To aid in interpreting results, comments made in this report which relate to differences or highs/lows, focus on findings which are statistically significant.

Where findings are based on small sample sizes of less than 30, findings should be interpreted as indicative. However, results may still be of value where these are consistent with findings in a related area or are in line with local knowledge of specific issues.

It should be noted when reading this report that publicity and information about Adult Learners' Week has been in use since mid-year, suggesting that the pre-Adult Learners Week study findings may include a base level of awareness.

Use of mean scores

Mean scores are used throughout this report to overcome issues associated with variable proportions of people responding 'don't know' to some questions. It is difficult to compare percentage results over time where the 'don't know' component varies in size between research periods. Mean scores exclude this 'don't know' component and thus allow more accurate comparison of results.

As a guide, ratings of 3.5 out of 5 or higher indicate a generally positive perception, while ratings of less than 3.5 suggest there may be room for improvement (as a score of 3 is defined as average/adequate).

Qualitative Research

Design

Follow-up qualitative research was conducted subsequent to the quantitative surveying in late October 2001 and 2002.

2001: Five focus groups were conducted, one in each centre of Sydney, Adelaide, Perth, Melbourne and Brisbane. Focus group discussions were held at ACNielsen group facilities in Sydney and Brisbane and external venues in other centres from 22–29 October 2001.

2002: Five focus groups were conducted, one in each centre of Sydney (Campbelltown), Melbourne, Bendigo, Charleville and Brisbane. Focus groups were held at ACNielsen group facilities in Brisbane and external venues in other centres between 21–29 October 2002.

Specifications

2001: Participants were sourced from the quantitative stage. The questionnaire used in the pre- and post-Adult Learners' Week surveys included a question asking 'Would you be interested in participating in some follow-up research on this topic later in the year?'. Those who said yes in the target locations were then contacted about their interest in attending a focus group discussion.

Focus groups comprised a mix of age, gender and occupation. Groups also included a representation of people who had heard of Adult Learners' Week prior to being surveyed and people from a non-English-speaking background.

2002: Groups were segmented based on the target groups for the Adult Learners' Week campaign: committed learners, outreach, and barriers to learning.

- *Committed learners* (Melbourne and Brisbane): people who have recently done and intend to continue adult learning, including some who have done or would consider teaching or organising classes/courses for adult learners. These groups were recruited both from the quantitative survey as in 2001, and randomly.
- *Outreach* (Bendigo and Charleville): males aged 45 to 60 living in regional/rural areas, not regular learners.
- *Barriers to learning* (Campbelltown): people who have not done any adult learning and do not intend to do any in the future (included a representation of people who did not finish school, who are currently unemployed, and for whom English is second language; mix of age, gender and occupation).

Limitations

Due to the nature of qualitative research, findings relating to this stage are indicative rather than being representative of the target population at large.

Secondary Research

Promotional campaign review

The company responsible for the 2002 Adult Learners' Week promotional campaign, AdcorpGreen, prepared a report detailing the processes involved in distributing and tracking the television and radio advertisements which took the form of community service announcements. (A community service announcement is often defined as an announcement for which no payment is made, either in cash or in kind).

Where relevant, reference will be made to the AdcorpGreen findings throughout this report.

Discussions with state/territory co-ordinators

In July 2002, ACNielsen contacted all state and territory co-ordinators to discuss their preparation for Adult Learners' Week 2002. Topics discussed include planned activities for the week, methods and timing for advertising and promotion and other issues that may impact on the results of the survey.

Where relevant, reference will be made to the discussions throughout this report.

Detailed Findings

The Detailed Findings contain the following sections:

Section 1: Segmentation of Attitudes to Adult Learning

Section 2: Awareness of Adult Learners' Week

Section 3: Knowledge of Adult Learners' Week Communications

Section 4: Appeal of Adult Learners' Week Messages

Section 5: Qualitative Research

2002 Campaign context

The 2002 Adult Learners' Week campaign targeted two distinct learning markets. This is the first year that Adult Learners' Week has divided its focus and targeted a specific demographic:

- An internal/industry program aimed at adult learning providers and learners (*It's time to share the value of learning)*
- An external or 'outreach' program aimed at older rural men (*Never stop learning,* seeking to encourage members of the community to seek out the learning opportunities available to them).

Section 1: Segmentation of Attitudes to Adult Learning

Understanding how adult learning is 'positioned'

In order to understand the response to adult learning messages, it is important to understand how adult learning is 'positioned' in the minds of the community.

People are attracted to the different products (or brands) they buy, services (or companies) they use, activities they participate in and places they go on three fundamental levels: rational, social (what 'statement' am I making about myself in the eyes of my peers and others) and emotional (how does it make me feel, what emotional gratification do I derive from the activity). The cues to why people respond and behave the way that they do invariably exist in the subconscious mind, and in these terms, they are powerful drivers and motivators to behaviour.

Communication that strikes a chord with the appropriate segments recognises and appeals to individuals at these three levels.

With this information in hand, it is possible to not only understand responses to key issues impacting on adult learning, but also the barriers to involvement and to messages.

Background to learning segments

The technique used for this segmentation analysis was cluster analysis. Cluster analysis groups respondents with similar characteristics, which in this instance, are attitudes toward adult learning, and awareness and impressions of the Adult Learners' Week campaign. Looking at survey responses in terms of these segments helps to:

- Understand which parts of the audience show greater affinity with Adult Learners' Week communications
- Determine what it is that differentiates these segments from other groups (for example, different attitudes, characteristics)
- Identify opportunities; that is, needs/messages that are not currently being met/appropriately conveyed.

Three in four Australians are learning 'believers'

Three-quarters of Australians feel positively about adult learning, regardless of their intention to integrate learning into their lives.

Seven segments emerge in the latest research. Four could be classed as learning advocates (even if learning is not a current activity), one is relatively indifferent to learning, and two express negative opinions.

Positive	**Passionate all-rounders** (11% of the community): people who are positive about adult learning but not for the purposes of their job. They are positive about Adult Learners' Week messages and would most likely consider doing more learning. **Learn to earn** (17%): people who definitely haven't done enough learning, although their focus is related to jobs and qualifications. They are very positive about adult learning, took a lot away from Adult Learners' Week messages, and are very likely to learn in the future. **Learning on hold** (18%): people who haven't done enough learning and whose focus is on career prospects. They are positive about learning, although the messages didn't stand out, and are slightly more likely to do more in the future. **Enough for now** (14%): people who have done enough learning and don't see the need for more *right now*. They are however, positive about adult learning messages (although the messages didn't stand out) and would consider it for the future.
Indifferent	**Not for me** (16%): people who are positive about adult learning messages but who wouldn't do further education for work purposes and probably won't undertake further learning. They match closely with Adult Learners' Week 'outreach' group.
Negative	**Unenthusiastic learners** (16%) – People who are generally less positive about learning but who did hear messages and may learn in the future. **Forget it** (10%): people who have done enough learning and are not interested in doing more. They are probably not interested in hearing about adult learning, with messages unlikely to impact on future learning habits.

Q3 Still thinking about adult learning, which of the following could be used to describe your own experiences. Using a 1 to 5 scale where 1 is strongly disagree and 5 is strongly agree, do you agree or disagree that...? PROMPTED

Q10 If these messages were presented to you in a campaign about adult learning, to what extent do you agree or disagree that each one would capture your interest in the concept of adult learning? PROMPTED

Q11 Still thinking about these messages about adult learning, using a 1 to 5 scale where 1 is strongly disagree and 5 is strongly agree, do you agree or disagree that...? PROMPTED

Base: All residents aged 18+ in the 2002 post ALW-survey (n=1000)

Section 1: Segmentation of Attitudes to Adult Learning, Continued

In 2001, three clear segments were identified

Twelve months ago, three distinct levels of enthusiasm for adult learning were identified when considering attitudes toward adult learning and openness to the messages used in the 2001 campaign. At that time, more detailed segments showed similar patterns with varying degrees.

- A *'high appeal'* segment of people who felt positive about adult learning and were open to messages, and who participated in adult learning and saw it as part of their future (55%)
- An *'of some interest'* segment incorporating people who liked adult learning but were somewhat indifferent in their attitudes (39%)
- A *'doesn't fit'* segment of people who held negative feelings towards adult learning and were unlikely to include learning as part of their life (6%).

2000 ANTA segmentation

A segmentation study conducted on behalf of ANTA in 2000 reflects these patterns of people's attraction to adult learning. While the 2000 study had different objectives and employed a different survey design and questionnaire, it is still possible to infer linkages to the 2001–2002 Adult Learners' Week evaluation findings.

The ANTA marketing segmentation found eight learning segments, with an overview of these outlined on page 25. Please note that the segment descriptions are as they appear in an introductory (summary) section in the 2000 report.

Some segments match with those found in 2000

Some direct comparisons can be made, although a number of other segments also emerge given the differing intent of the ANTA and Adult Learners' Week studies.

Interestingly, there is a *direct* match between ANTA's *learn to earn* segment and that identified in the latest Adult Learners' Week study, as well as a direct match between ANTA's *forget it* segment and that identified in the latest Adult Learners' Week study.

Continued on next page

** 8 learning segments found in 2000*	*7 learning segments in 2002*	*3 learning segments in 2001*
Passionate learners: Value learning per se and are highly likely to learn in the future (21% of community)	**Passionate all-rounders**: Positive about learning (not just job related) and messages, and likely to learn in future (11% of the community)	High appeal (55% of the community)
Almost there: Value learning per se but see barriers to learning, nevertheless showing high intention of learning in the future (6%)	**Enough for now**: Done enough learning, positive about adult learning messages, would consider for the future (14%)	
Learn to earn: Only value learning related to jobs and qualifications and are highly likely to learn in the future (17%)	**= Learn to earn**: Haven't done enough learning (focus is job/ qualifications), positive about adult learning, very likely to learn in the future (17%)	
Might give it away: Place little value on learning but show high intention to learn in the future (8%)	**Unenthusiastic learners**: Less positive about learning, may learn in the future (16%)	Of some interest (39%)
Make it easier: Value learning per se but see barriers to learning and are less likely to learn in the future (16%)	**Not for me**: Positive about adult learning but unlikely to learn for work and less likely to do further learning (16%)	
Learning on hold: Value learning per se but are less likely to learn in the future (11%)	**Learning on hold**: Haven't done enough learning (focus is career), positive about learning, slightly more likely to do more in the future (18%)	
Done with it: Only value learning related to jobs and qualifications and are less likely to learn in the future (14%)		
Forget it: Value learning least and less likely to learn in the future (8%)	**= Forget it**: Done enough learning and not interested in more (10%)	**= Doesn't fit** (6%)

* Source: ANTA (Australian National Training Authority) 2000, *A national marketing strategy for VET: Meeting client needs*, Brisbane.

= Denotes a direct match between study segments

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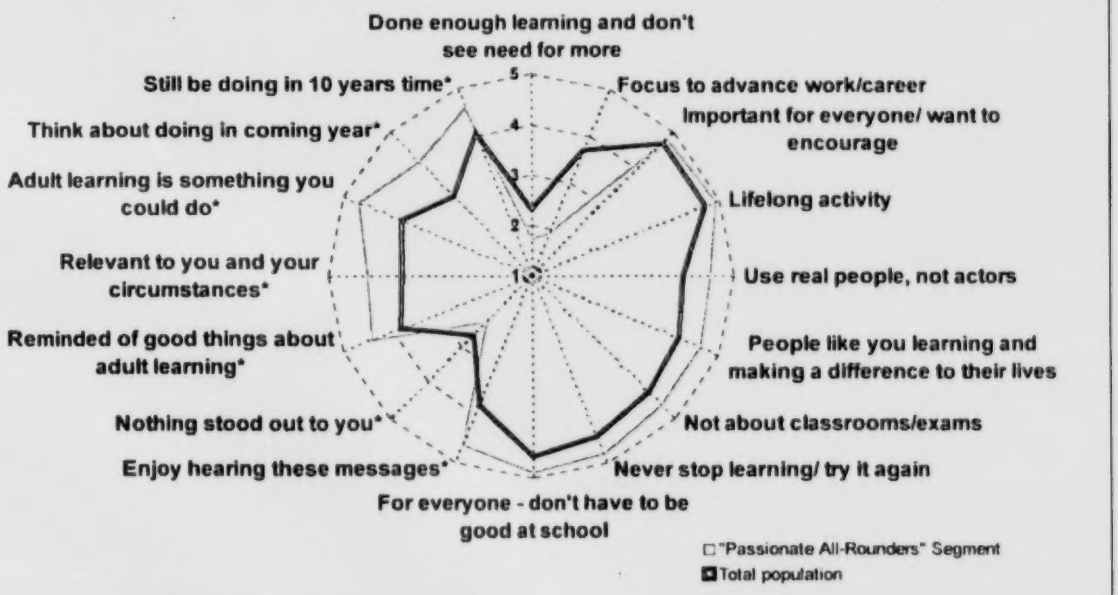
Passionate All-Rounders Segment


Done enough learning and don't see need for more
Still be doing in 10 years time*
Focus to advance work/career
Think about doing in coming year*
Important for everyone/ want to encourage
Adult learning is something you could do*
Lifelong activity
Relevant to you and your circumstances*
Use real people, not actors
Reminded of good things about adult learning*
People like you learning and making a difference to their lives
Nothing stood out to you*
Not about classrooms/exams
Enjoy hearing these messages*
Never stop learning/ try it again
For everyone - don't have to be good at school
5
4
3
2
1
"Passionate All-Rounders" Segment
Total population
* Response after hearing messages associated with Adult Learners' Week

Passionate all-rounders segment (12%)

This segment is positive about learning as an adult, but not for the purposes of their job. They are positive about the messages portrayed in Adult Learners' Week and would most likely consider doing more learning in the future.

They are more likely to be older, female and not necessarily employed:

- Aged 55+ years
- Female
- Live with a partner only, no children
- Employed part time or is retired
- Work as a professional or be retired
- From rural areas

This group is highly likely to undertake further education in the next 12 months and is likely to be aware of the term, 'Adult Learners' Week'. If they heard the Adult Learners' Week message, then, in all probability, it was through an adult community centre.

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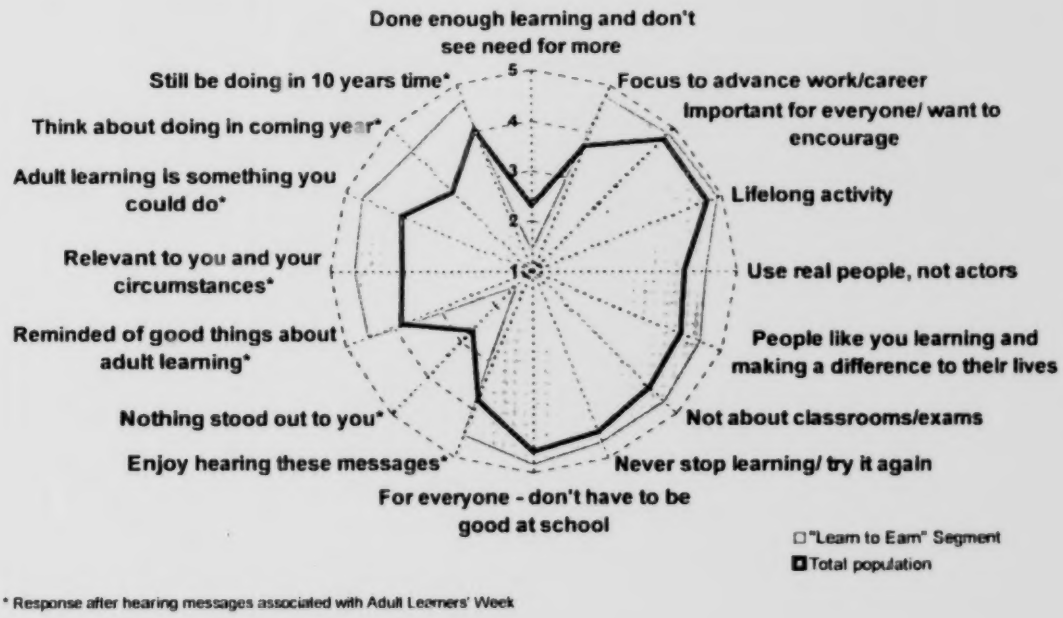
Learn to Earn Segment


Done enough learning and don't see need for more
Still be doing in 10 years time*
Focus to advance work/career
Think about doing in coming year*
Important for everyone/ want to encourage
Adult learning is something you could do*
Lifelong activity
Relevant to you and your circumstances*
Use real people, not actors
Reminded of good things about adult learning*
People like you learning and making a difference to their lives
Nothing stood out to you*
Not about classrooms/exams
Enjoy hearing these messages*
Never stop learning/ try it again
For everyone - don't have to be good at school
5
4
3
2
1
"Learn to Earn" Segment
Total population
* Response after hearing messages associated with Adult Learners' Week

Learn to earn segment (17%)

This segment definitely hasn't done enough learning. Their focus is mostly on learning for their job and career prospects, and they are very positive about adult learning in general and what it has to offer. They took a lot away from the messages and it prompted them to think about doing more in the future.

They are more likely to be in the early stages of their working life, female, regionally based and in pre-family/family-oriented households:

- Aged 25–34 years
- Female
- From regional areas
- Employed full time
- An associate professional
- Live with one or more adults and school age children
- From New South Wales

This group is highly likely to undertake further education in the future, and to have qualifications from technical and further education (TAFE) or courses offered through their workplace. If they had seen publicity about Adult Learners' Week, the main message taken from this was adult learning is available for adults of any age.

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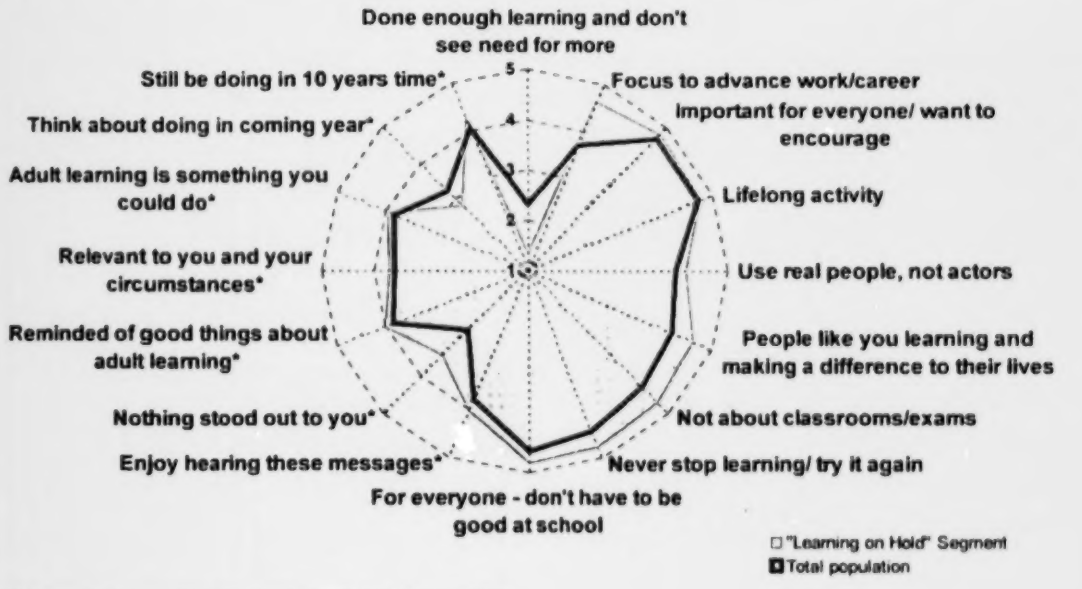
Learning on Hold Segment


Done enough learning and don't see need for more
Still be doing in 10 years time*
Focus to advance work/career
Think about doing in coming year*
Important for everyone/ want to encourage
Adult learning is something you could do*
Lifelong activity
Relevant to you and your circumstances*
Use real people, not actors
Reminded of good things about adult learning*
People like you learning and making a difference to their lives
Nothing stood out to you*
Not about classrooms/exams
Enjoy hearing these messages*
Never stop learning/ try it again
For everyone - don't have to be good at school
5
4
3
2
1
"Learning on Hold" Segment
Total population
* Response after hearing messages associated with Adult Learners' Week

Learning on hold segment (18%)

This segment hasn't done enough learning yet, especially since their focus is on learning to advance their career prospects. Although nothing about the Adult Learners' Week messages stood out to them, they are positive about learning in general and may do more learning in the future.

They are more likely to be younger, in city areas and employed:

- 18–24 years of age
- Metropolitan based or live in a city/ suburban area
- Slight female bias
- Live with one or more adults with children at school
- Employed full time
- Work as a professional or manager/ administrator

This group is highly likely to undertake more education in the next 12 months and may have obtained university qualifications or undertaken workplace courses or visits to cultural institutions in the past year. Of those who had seen or heard about Adult Learners' Week, the main message taken away was that no matter how old you are you can still learn.

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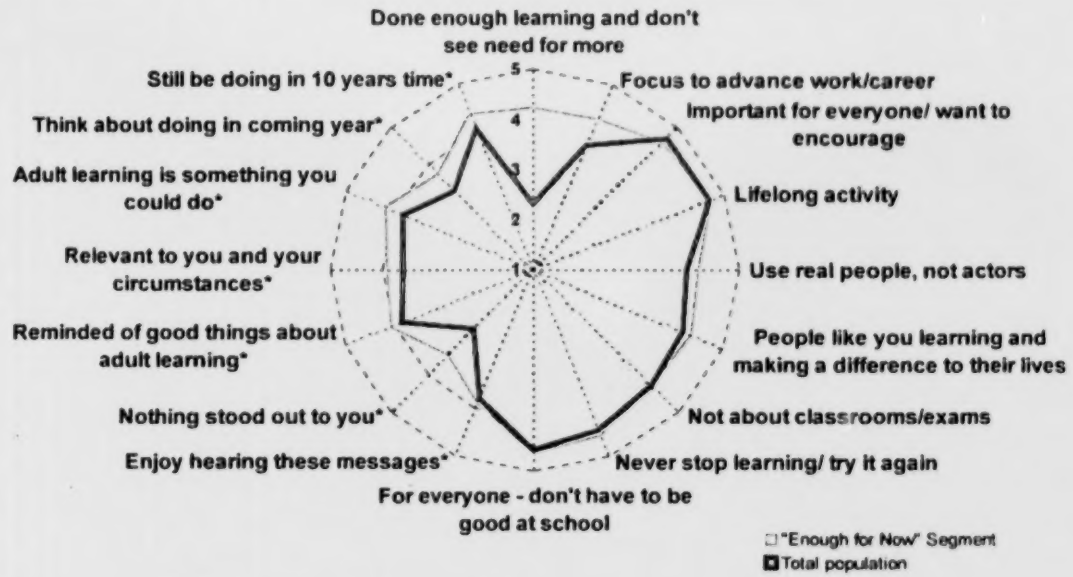
Enough for Now Segment


Done enough learning and don't see need for more
Still be doing in 10 years time*
Think about doing in coming year*
Adult learning is something you could do*
Relevant to you and your circumstances*
Reminded of good things about adult learning*
Nothing stood out to you*
Enjoy hearing these messages*
For everyone - don't have to be good at school
Never stop learning/ try it again
Not about classrooms/exams
People like you learning and making a difference to their lives
Use real people, not actors
Lifelong activity
Important for everyone/ want to encourage
Focus to advance work/career
5
4
3
2
1
"Enough for Now" Segment
Total population
* Response after hearing messages associated with Adult Learners' Week

Enough for now segment (14%)

This segment is more likely than the average to agree that they have done enough learning and don't see the need for more. However, they are positive about the concept of learning, and although the messages didn't stand out, they probably took something away as they are likely to consider doing further learning in the future.

They are more likely to be in the early stages of their working life and have a non-English-speaking background:

- Aged 25–34 years
- Speak a language other than English
- Possibly live with one or more adults and have older children at home
- Of varied occupation, although with a slight skew towards manual work
- From Victoria

This group is very unlikely to undertake further adult education in the next year, is highly unlikely to have heard of Adult Learners' Week before the survey, and is unlikely to have undertaken any adult learning in the past year.

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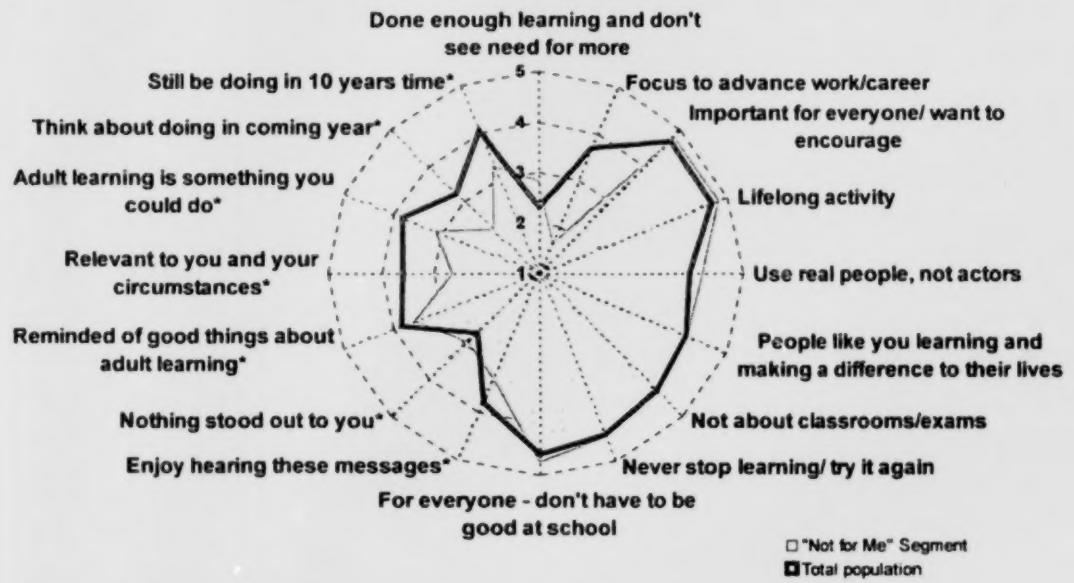
Not for Me Segment


Done enough learning and don't see need for more
Still be doing in 10 years time*
Focus to advance work/career
Think about doing in coming year*
Important for everyone/ want to encourage
Adult learning is something you could do*
Lifelong activity
Relevant to you and your circumstances*
Use real people, not actors
Reminded of good things about adult learning*
People like you learning and making a difference to their lives
Nothing stood out to you*
Not about classrooms/exams
Enjoy hearing these messages*
Never stop learning/ try it again
For everyone - don't have to be good at school
1
2
3
4
5
"Not for Me" Segment
Total population
* Response after hearing messages associated with Adult Learners' Week

Not for me segment (15%)

This segment is again positive about the messages that Adult Learners' Week portrays, however they wouldn't undertake further education for work purposes and probably wouldn't undertake further adult learning in the future.

They are more likely to be older and male, and not necessarily employed, which is a close match with the target of the Adult Learners' Week 'outreach' campaign:

- Aged 45+ years
- Male
- Retired or a pensioner
- Live in a single person household, or with a partner but no children

This group is very unlikely to undertake further adult education in the future and unlikely to have done any adult learning in the past 12 months.

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Unenthusiastic Learners Segment

Done enough learning and don't see need for more
Still be doing in 10 years time*
Focus to advance work/career
Think about doing in coming year*
important for everyone/ want to encourage
Adult learning is something you could do*
Lifelong activity
Relevant to you and your circumstances*
Use real people, not actors
Reminded of good things about adult learning*
People like you learning and making a difference to their lives
Nothing stood out to you*
Not about classrooms/exams
Enjoy hearing these messages*
Never stop learning/ try it again
For everyone - don't have to be good at school
5
4
3
2
1
"Unenthusiastic Learners" Segment
Total population
* Response after hearing messages associated with Adult Learners' Week

Unenthusiastic learners segment (15%)

This segment is generally less positive about adult learning than the average. However, they did respond to Adult Learners' Week messages, indicating that there is a slight potential for some learning in the future.

They are more likely to be young to middle aged, male, and employed:

- Young to middle aged (18–44 years)
- Male
- Live with one or more adults with children at school
- Employed full time
- Work as a manager/ administrator
- From New South Wales

This group is somewhat likely to undertake further adult learning in the future and may have undertaken some in the past 12 months. If they saw the Adult Learners' Week messages, then, in all probability, it was through a community education centre, the main message being that you never stop learning.

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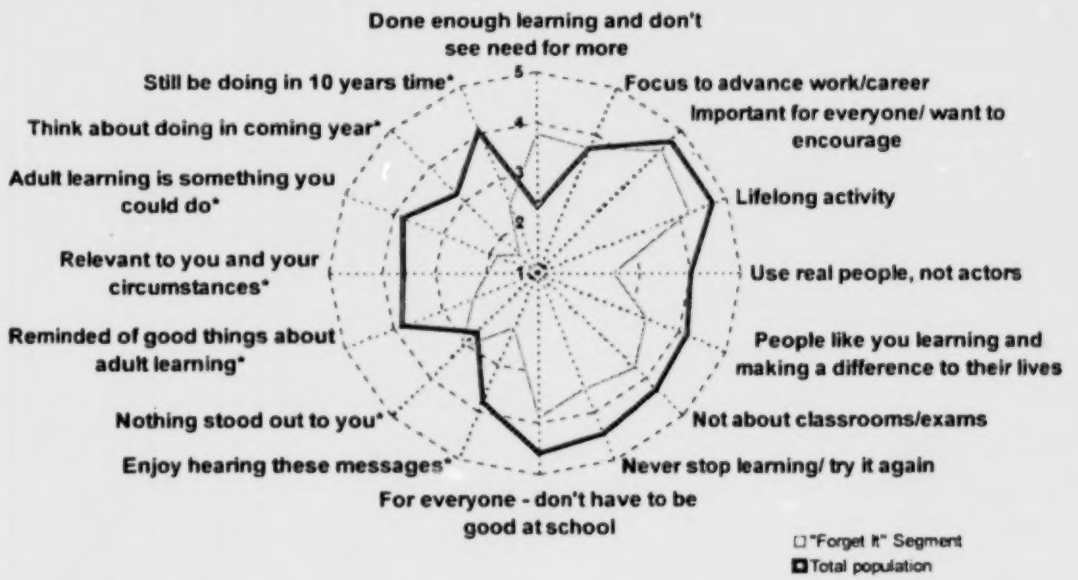
Forget It Segment


Done enough learning and don't see need for more
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Not about classrooms/exams
Never stop learning/ try it again
For everyone - don't have to be good at school
Enjoy hearing these messages*
Nothing stood out to you*
Reminded of good things about adult learning*
Relevant to you and your circumstances*
Adult learning is something you could do*
Think about doing in coming year*
Still be doing in 10 years time*
1
2
3
4
5
"Forget It" Segment
Total population

* Response after hearing messages associated with Adult Learners' Week

Forget it segment (9%)

This segment has done enough learning and is not interested in doing any more. They are probably not interested in learning or hearing more about adult learning, and as such, messages from Adult Learners' Week are unlikely to have had any impact on their future learning habits.

They are more likely to be older, male, live in city areas and be loners:

- 55–64 years
- Male
- Employed full time or retired
- Live in the city or suburbia
- Live in a single person household
- From Queensland

This group is very unlikely to undertake any further education in the next 12 months and is unlikely to have done any adult learning in the previous 12 months.

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Section 2: Awareness of Adult Learners' Week

Who is Aware of the Term 'Adult Learners' Week'?

Significant increase in awareness of term post-campaign

The proportion of Australians who have heard of the term 'Adult Learners' Week' increased significantly between the pre-Learners' Week survey period and after the Adult Learners' Week survey period, in both 2001 and 2002.

- 23% in August 2001
- 28% in September 2001
- 21% in August 2002
- 29% in September 2002

Awareness differs between segments

In the post-Adult Learners' Week study, the 'passionate all-rounders' adult learning segment (41%) shows strongest awareness, while the 'forget it' segment shows lower awareness (17%). Others showing lower-than-average awareness are the 'enough for now' (23%) and 'unenthusiastic learners' (25%) segments.

Both of the campaign target groups show significant increases in awareness from pre- to post-campaign:

- In terms of the *outreach* group (males aged 45 and over in regional areas), awareness of the term 'Adult Learners' Week' increased from 16% pre-week to 28% post-week. This result continues to suggest a close match with the 'not for me' segment, which recorded a similar post-week awareness level of 30%.
- In terms of the *internal* group (those currently undertaking learning, very likely to continue learning and strongly agree that learning is important for all), awareness increased from 23% pre-Adult Learners' Week to 32% post-week.

Females, older residents and regional residents show higher awareness

People showing a significantly greater likelihood of awareness of the term 'Adult Learners' Week' (in the post-week survey period) include:

- Females (34%), more so than males (24%)
- People aged 45 years and over (35%), more so than younger residents aged 18–44 years (24%)
- People in regional parts of Australia (36%), more so than those living in metropolitan areas (26%).

These findings are almost identical to those noted in the 2001 post-Learners' Week survey.

In the 2002 pre-Adult Learners' Week study, females (27%) showed significantly greater awareness than males (15%). In the 2001 pre-week survey, no significant differences emerged based on gender, age or region (metropolitan/regional).

The qualitative research involved insufficient people in these particular demographic categories to support (or contradict) these findings; however, it could be hypothesised that awareness is higher in older females due to a change in lifecycle. Females may be entering a time of lessening family demand, and hence, a time to consider what to do next—whether this be study, re-training for the workforce, or seeking mental stimulation or social activity. Males of this age may still have a strong career focus, and have experienced a less overt life change than their female counterparts. This hypothesis would also suggest that the perceived benefits of adult learning to older females are more likely to be associated with gaining skills and being socially active.

Northern Territory, Tasmania and the Australian Capital Territory note higher awareness

- Awareness of the term 'Adult Learners' Week' is higher for residents in Northern Territory (49%), Tasmania (43%) and the Australian Capital Territory (38%) in the 2002 post-survey. These states and territories also had higher awareness in 2001.
- Awareness is lower in South Australia (20%) and Western Australia (21%). In 2001, lower awareness was found in Western Australia (22%), New South Wales (23%) and Victoria (24%).

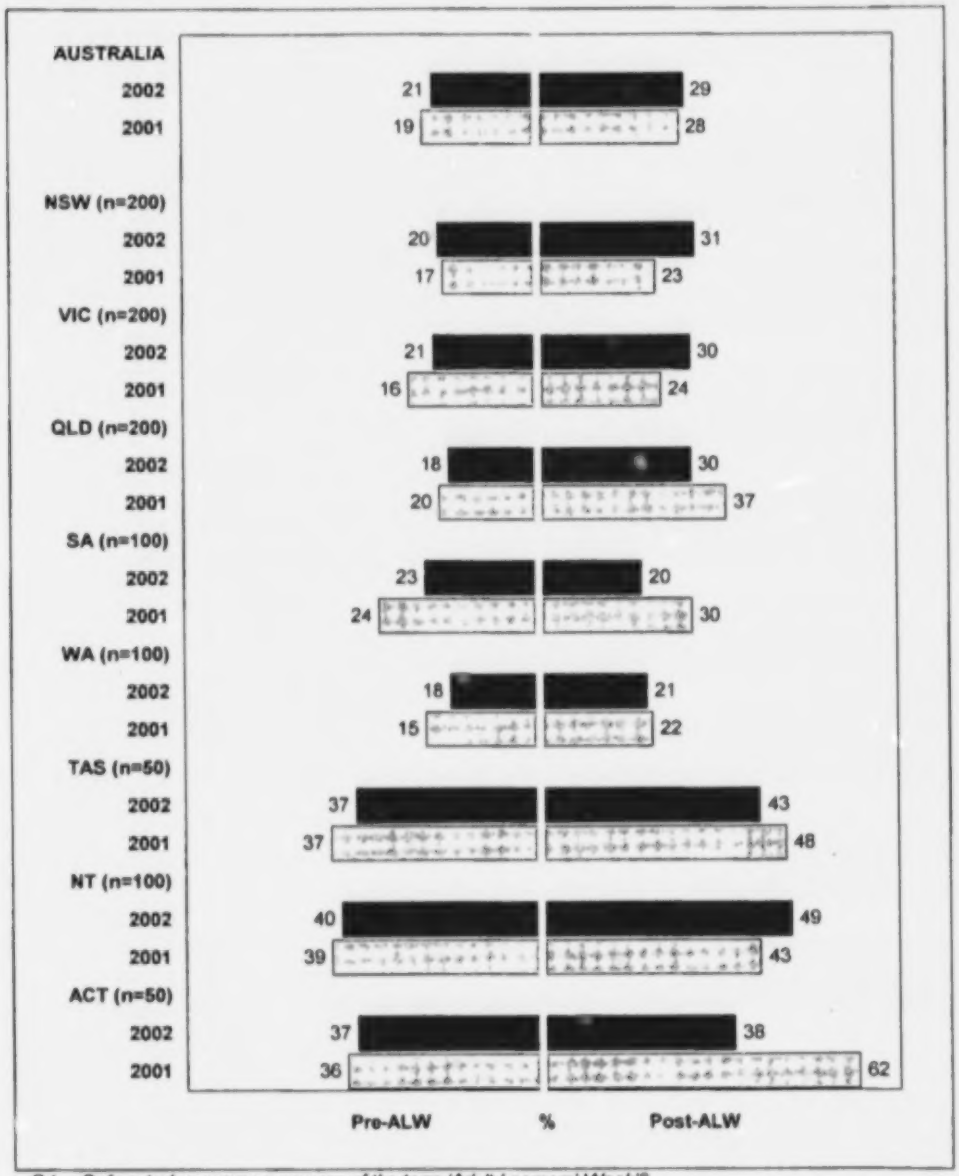
In 2002, New South Wales, Queensland and Victoria are the only states to show a significant change in awareness between the survey periods. In 2001, Queensland and the Australian Capital Territory showed significant changes.

Again the qualitative research involved insufficient people in these particular demographic categories to support these findings. However, it could be hypothesised that regional areas are more likely to embrace learning programs as they may have fewer options available to them (that is, greater service provision in metropolitan areas). It could also be surmised that regional media and learning providers are more supportive of campaign material as a result of closer community ties and reduced competition for air/print space, although no clear evidence of this emerges in Adult Learning Australia's end-of-campaign report (for example, community service announcements received national coverage and media exposure was primarily in local and community newspapers).

The following chart displays awareness levels for each state and territory for each survey period.

Continued on next page

Largest increases in awareness of terminology in Queensland, New South Wales and Victoria



Q4 Before today, were you aware of the term 'Adult Learners' Week'?

Base: All residents aged 18+
(2002: n=1014 pre-ALW, n=1000 post-ALW; 2001: n=1024 pre-ALW survey; n=1007 post-ALW).
Approximate sample sizes are provided, as sample sizes varied slightly in each wave.

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Who is Aware of Adult Learners' Week Publicity?

Higher awareness of publicity post-campaign

Awareness of publicity and information surrounding Adult Learners' Week has shown significant increases from pre- to post-Adult Learners' Week, with results consistent between 2001 and 2002.

- 19% in August 2001
- 24% in September 2001
- 20% in August 2002
- 26% in September 2002

Awareness differs between segments

As with awareness of the term 'Adult Learners' Week', the 'passionate all-rounders' adult learning segment (35%) shows higher-than-average awareness of publicity, while the most negative 'forget it' segment (10%), shows much lower awareness.

In terms of the campaign target groups:

- Awareness of publicity has increased significantly for the *outreach* group (15% pre-Adult Learners' Week to 29% post-week).
- Awareness also increased for the *internal* group, although not to a statistically significant extent (22% pre-Adult Learners' Week to 27% post-week).

Females, older residents and regional residents note higher awareness

Those who are significantly more likely to recall seeing/hearing publicity or information about Adult Learners' Week (post-survey period) are similar in profile to those showing higher awareness of the term 'Adult Learners' Week'.

- Females (30%), more so than males (22%)
- People living in regional Australia (33%), more so than those in metropolitan areas (22%)
- Those aged 45 years and over (31%), compared to those aged 18–44 (22%).

This is consistent with the 2001 results, although in 2001, awareness did not differ between age groups.

In the 2002 pre-Adult Learners' Week study, females (25%) showed significantly higher awareness of publicity than males (15%). In 2001, no significant differences emerged based on gender or age pre-Adult Learners' Week.

Awareness of publicity higher in Tasmania, Australian Capital Territory and Northern Territory

- Awareness of Adult Learners' Week publicity is higher for residents in Tasmania (49%), Northern Territory (42%) and the Australian Capital Territory (34%) in the 2002 post-survey. These states and territories also had higher awareness in 2001.
- Awareness is lower in South Australia (19%) and Western Australia (16%). In 2001, lower awareness was found in Western Australia (17%), New South Wales (19%) and South Australia (20%).

In 2002, Tasmania was the only state to show a significant increase in awareness between the survey periods, with the Northern Territory also showing a large increase. In 2001, Victoria and Queensland showed significant changes.

The following chart displays awareness levels for each state and territory for each survey period.

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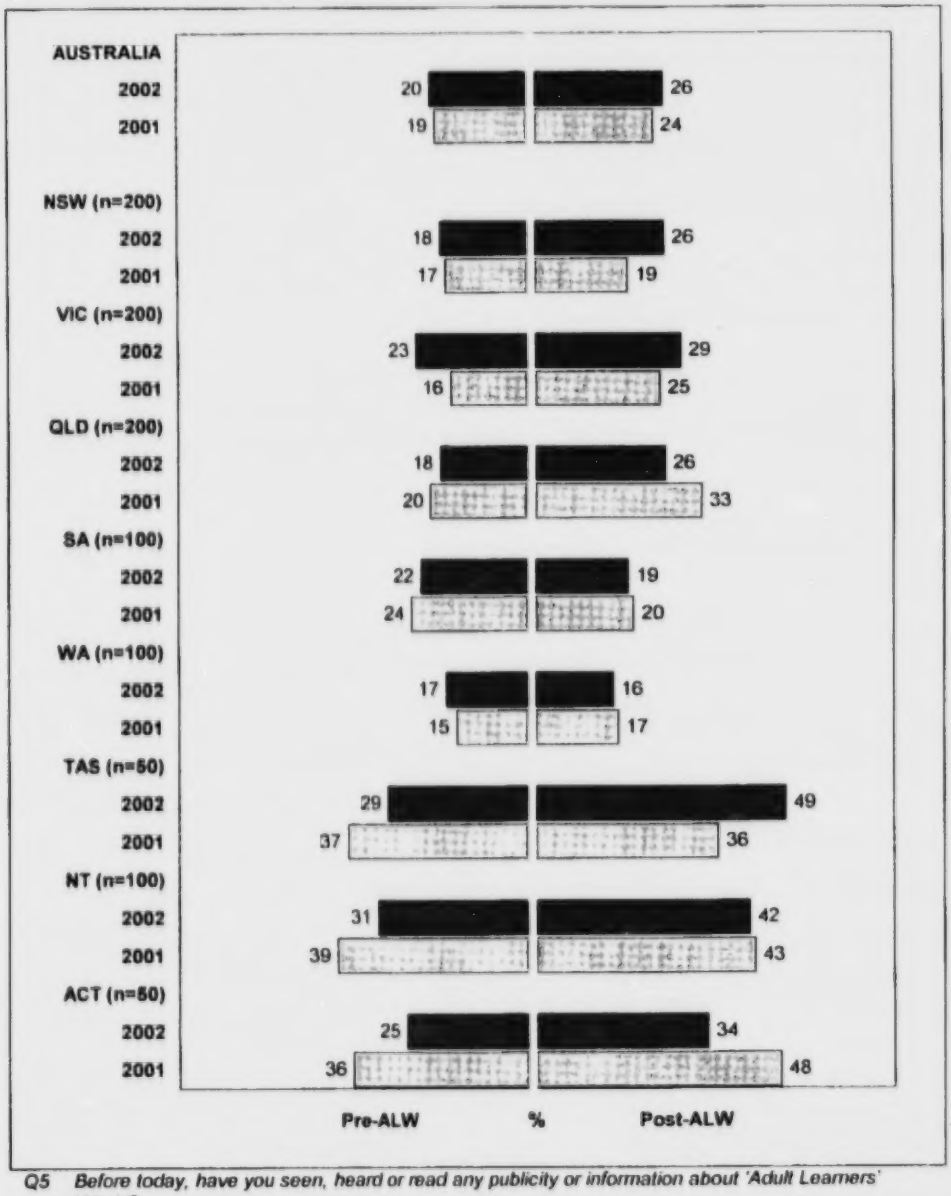
Tasmania has shown the largest increase in awareness of publicity in 2002



Q5 *Before today, have you seen, heard or read any publicity or information about 'Adult Learners' Week'?*

Q6 *Adult Learners' Week is an Australia-wide celebration that seeks to raise awareness of all forms of adult education and learning which occurs for one week in early September each year. Have you ever seen, heard or read any publicity or information about this week?*

Base: All residents aged 18+
(2002: n=1014 pre-ALW; n=1000 post-ALW; 2001: n=1024 pre-ALW survey; n=1007 post-ALW).
Approximate sample sizes are provided, as sample sizes varied slightly in each wave.

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Section 3: Knowledge of Adult Learners' Week Communications

Where did People See or Hear Adult Learners' Week Publicity?

For those with knowledge of Adult Learners' Week publicity, stories/editorials and TV noted as main sources

Those who indicated they had seen or heard Adult Learners' Week publicity or information (19% pre-week 2001, 24% post-week 2001, 20% pre-week 2002, 26% post-week 2002), were asked *where* they had seen or heard it.

In 2002, stories and editorials were by far the most common medium for learning about Adult Learners' Week, with a significant increase from 47% pre-week to 57% post-week. This finding is in line with feedback from the state and territory co-ordinators, with many saying they had chosen to use editorials and press coverage of events both before and during the week.

One-quarter mentioned seeing TV announcements/advertising both pre-Adult Learners' Week (25%) and post-week (25%). It is not surprising that awareness of TV announcements is just as high pre-Adult Learners' Week as it is post-week, as a number of television stations started broadcasting the announcements as early as 5 August (survey ran from 12–17 August). According to AdcorpGreen, a total of 24 stations indicated that they had aired the TV announcements, a success rate of 51%, up from 32% in 2001.

In 2001, stories/editorials received fewer mentions (36% post-Adult Learners' Week) and TV received more mentions (34% post-week).

Another significant difference between the two years, is the drop in recall of print materials from 25% post-Adult Learners' Week 2001 to 1% post-week 2002. According to state and territory co-ordinators, print materials were distributed to training providers between May and July 2002, and in May 2001, thus it is difficult to explain this difference in recall.

As in 2001, little or no mention was made of competitions (photo competition, writing competition), awards (Outstanding learner/ Provider/ Tutor/ Program), internet search or website.

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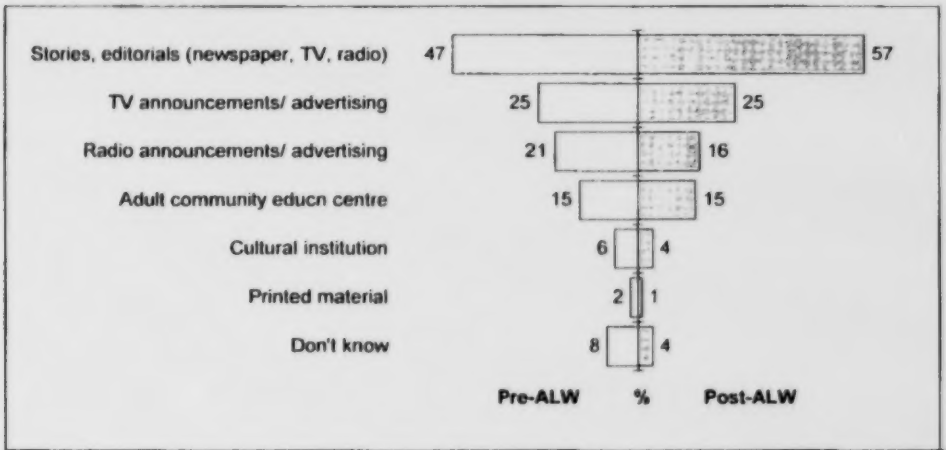
Recall of publicity is highest through stories and editorials in 2002



	2001		2002	
	Pre-ALW n=238	*Post-ALW n=302*	*Pre-ALW n=238*	*Post-ALW n=288*
Stories or editorials (newspaper, TV, radio)	37%	36%	47%	57%
TV announcement/advertising	42%	34%	25%	25%
Radio announcements/ advertising	11%	10%	21%	16%
Adult community education centre	6%	11%	15%	15%
Cultural institution	1%	1%	6%	4%
Printed material	15%	25%	2%	1%
Don't know	8%	5%	8%	4%

Q7 Where have you seen or heard publicity or information about Adult Learners' Week? UNPROMPTED

Base: Residents aware of ALW publicity or information
Note: Includes mentions by 5% or more.

No statistically significant differences arise between adult learning segments in the latest study (due to the number of segments and relatively small sample sizes). Some findings may however be of some anecdotal use.

- More of those in the 'not for me' segment (similar to the outreach target group) show awareness of stories and editorials.
- More of those in the 'enough for now' segment show awareness of television and radio announcements and advertising.
- More 'passionate all-rounders' show awareness of an adult community education centre.

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Section 3: Knowledge of Adult Learners' Week Communications, Continued

To What Extent are People Aware of Adult Learners' Week Activities?

Significantly more know of some activities post-Adult Learners' Week

Four in five residents say they have *not* seen any activities or promotion related to Adult Learners' Week, significantly fewer in both the 2001 and 2002 post-surveys than in the corresponding pre-surveys.

- While 86% had *not* seen any activities or promotion in the August 2001 pre-survey, this level decreased after Adult Learners' Week (81% in September 2001)—a positive outcome.
- Similarly, while 83% had *not* seen any activities or promotion in the August 2002 pre-survey, this was, again, seen to decrease after Adult Learners' Week (78% in September 2002).

Two-pronged campaign has shown results

As may be expected, the 'passionate all-rounders' adult learning segment (72%) is less likely than others to be unaware of activities or promotion. However, also less likely are those in the 'not for me' segment (similar in profile to the outreach target):

- 'Learn to earn' (74% unaware of activities)
- 'Learning on hold' (74% unaware of activities)
- 'Enough for now' (83% unaware of activities)
- 'Not for me' (70% unaware of activities)
- 'Unenthusiastic learners' (83% unaware of activities)
- 'Forget it' (90% unaware of activities).

In 2002 both the *outreach* and *internal* groups were significantly less likely to be unaware of activities or promotion after Adult Learners' Week.

- Outreach: 88% pre-Adult Learners' Week, 74% post-Adult Learners' Week
- Internal: 84% pre-Adult Learners' Week, 72% post-Adult Learners' Week

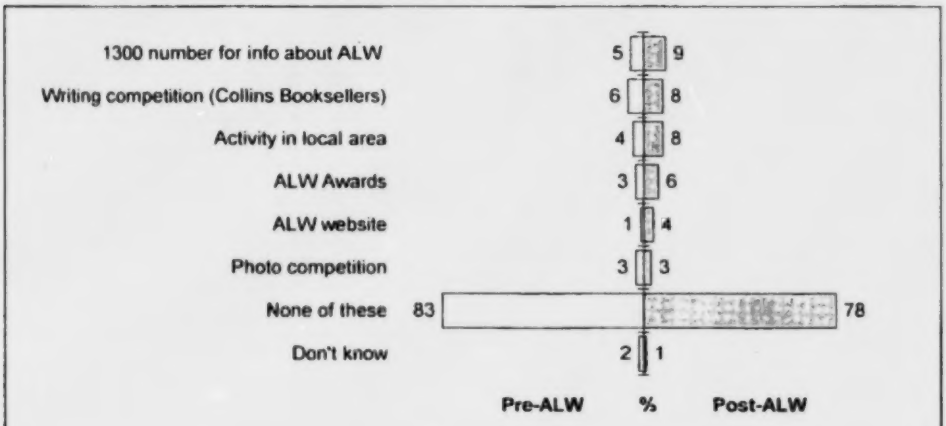
These findings suggest that the targeted approach taken in the 2002 campaign has proved effective, given the response among both target groups.

Older residents more likely to know of some Adult Learners' Week activities

In the 2002 post-Adult Learners' Week period, those aged 45 and over (72%) are less likely to say they have *not* seen any activities or promotion than those aged 18–44 (84%).

In the 2001 post-survey, females (78%), those aged 40 and over (79%) and regional residents (71%) were all less likely to recall *not* knowing of any activities.

Following Adult Learners' Week, more feel they know of some activities, with small increases seen for most activities



	2001		2002	
	Pre-ALW n=1024	*Post-ALW n=1007*	*Pre-ALW n=1024*	*Post-ALW n=1000*
1300 number for info about ALW	5%	7%	5%	9%
Writing competition (Collins Booksellers)	6%	8%	6%	8%
Activity in local area*	N/A	N/A	4%	8%
ALW awards	3%	3%	3%	6%
ALW website	3%	4%	1%	4%
Photo competition	3%	2%	3%	3%
None of these	86%	81%	83%	78%
Don't know	1%	3%	2%	1%

Q9 Before today, were you aware of any of the following activities or services in relation to adult learning? PROMPTED

Base: All residents aged 18+

Note: Statements relating to ALW website, 1300 contact number and Adult Learners' Week Awards were only asked of those who noted they were aware of publicity or information about ALW. All percentages relate to the total sample.

Note: The 1300 contact number operates continuously; however, Adult Learning Australia tracks calls from mid-May when promotional material is released.

Note: *Not asked in the 2001 research.

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Section 3: Knowledge of Adult Learners' Week Communications, Continued

Older residents have higher recall of activities

In the 2002 post-Adult Learners' Week survey, residents aged 45 and older report significantly higher awareness than younger residents for almost all activities: writing competition (12%), local area activity (13%), photo competition (5%), awards (9%), website (7%). In 2001, older residents also had higher recall of the writing competition, website and awards.

In the 2001 post-Adult Learners' Week survey, there was a consistent pattern of regional residents showing significantly higher awareness of all Adult Learners' Week activities than metropolitan residents. In 2002, there were no significant differences between metropolitan and regional residents.

On a state and territory basis, the following differences emerged in the 2002 post-Adult Learners' Week period:

- There was a higher awareness of the 1300 contact number in the Northern Territory (15%) and the Australian Capital Territory (14%). In 2001, awareness was higher in Tasmania (16%) and the Northern Territory (17%).
- There was higher awareness of the photo competition in Tasmania (11%).
- In 2001, there was higher awareness of the writing competition in Victoria (14%) and Queensland (12%).
- Western Australian residents are more likely to say they are not aware of any activities (86%).

'Passionate all-rounders' and 'not for me' segments show greater exposure

In terms of the adult learning segments, 'passionate all-rounders' have significantly higher knowledge of the writing competition (17%). Interestingly, in 2001, the 'high appeal' segment also noted significantly higher knowledge of the writing competition.

The segment, along with the 'not for me' segment, also shows higher awareness—though not significantly so—of Adult Learners' Week Awards (11% 'passionate all-rounders' and 13% 'not for me') and the 1300 number (12% and 16% respectively). The 'not for me' segment shows higher awareness—again not to a significant extent—of local activities (20%) and the website (12%).

Section 4: Appeal of Adult Learners' Week Messages

Questions relating to messages

To aid in understanding the message take-up related to Adult Learners' Week as well as the general appeal of the messages, a number of questions were asked:

- Recall of messages from Adult Learners' Week among those who had seen or heard publicity or information: this was unprompted to assess perceived message take-up as a result of being exposed to the campaign.
- Extent to which Adult Learners' Week messages capture people's interest: a list of the messages was read to all respondents to assess which messages had higher or lower appeal.
- Prompted reaction to hearing Adult Learners' Week messages: a list of possible reactions was read to all respondents to assess the general feelings evoked by the messages.

What Messages are Associated with Adult Learners' Week?

Those with knowledge of Adult Learners' Week publicity recall two main messages

Those who have seen or heard campaign publicity or information believe there are two main messages being promoted, both related to crossing perceived age-related barriers:

- Adult learning is available for adults/people of any age.
- It doesn't matter how old you are, you can still learn.

These messages have been consistently noted in both the pre- and post-survey periods in 2001 and 2002.

In 2002, the only message to show a significant increase in recall is that *adult learning is for everyone* (1% pre-Adult Learners' Week to 5% post-week), although recall remains much lower than last year (19% pre-week, 12% post-week).

A number of messages showed significantly lower recall in the post-survey: *learning is good for you/helps you grow* (7% to 3%), *never stop learning* (20% to 12%), *and make the most of opportunities* (8% to 3%).

Note: This question was only asked of those who indicated they had seen/heard Adult Learners' Week publicity or information (19% pre-Adult Learners' Week 2001, 24% post-week 2001, 20% pre-week 2002, 26% post-week 2002).

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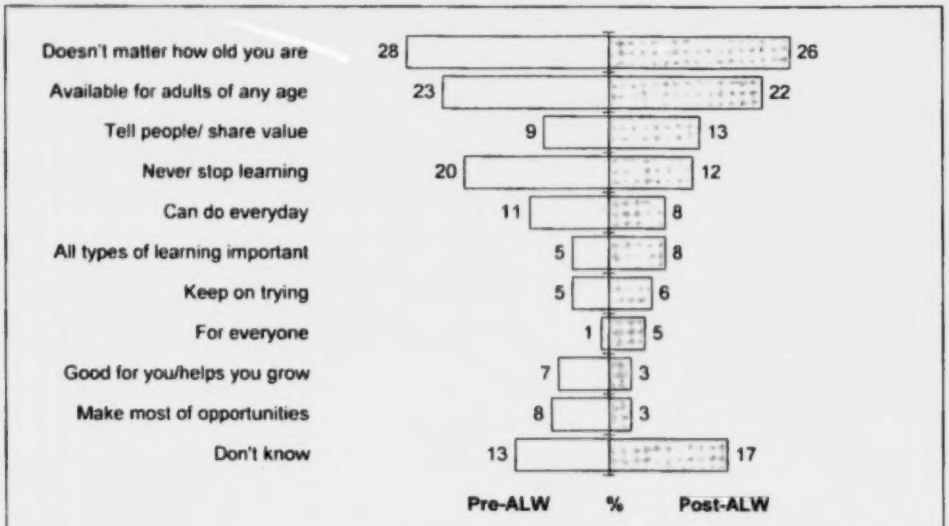
Messages related to crossing perceived age barriers again receive highest recall



	2001		2002	
	Pre-ALW n=238	*Post-ALW n=302*	*Pre-ALW n=238*	*Post-ALW n=288*
Doesn't matter how old you are	26%	27%	28%	26%
Available for adults of any age	35%	37%	23%	22%
Never stop learning*	N/A	N/A	20%	12%
Tell people/share value*	N/A	N/A	9%	13%
Can do every day*	N/A	N/A	11%	8%
Keep on trying*	N/A	N/A	5%	6%
Make the most of opportunities*	N/A	N/A	8%	3%
All types of learning are important*	N/A	N/A	5%	8%
For everyone	19%	12%	1%	5%
Good for you/ helps you grow*	N/A	N/A	7%	3%
Don't know	8%	10%	13%	17%

Q8 What do you think is the main message being promoted by Adult Learners' Week? UNPROMPTED

Base: Residents aware of ALW publicity or information

Note: Includes mentions by 5% or more in the 2002 research.

Note: *Not asked in the 2001 research.

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Internal and outreach groups recall the 'any age' message

No significant differences emerge between the main messages understood by each of the adult learning segments (as this question was asked of a subset of respondents and segments are associated with small sample sizes). Some differences do however emerge between segments. For example, the top messages for each segment are outlined below:

- Passionate all-rounders refer to *learning is something you can do every day/part of life* (26%) and *keep on trying* (26%).
- Learn to earn cite *adult learning is available for adults/people of any age* (38%) and *it doesn't matter how old you are, you can still learn* (31%).
- Learning on hold also cite *adult learning is available for adults/people of any age* (46%).
- Enough for now remember *tell people/get involved/share the value of learning* (21%) and *adult learning is for everyone, regardless of education, gender, ethnicity etc.* (20%).
- Not for me, the segment similar in profile to the outreach group, also recall tell *people/get involved/share the value of learning* (45%) and *all types of learning are important* (39%).
- Unenthusiastic learners are more likely to note *it doesn't matter how old you are, you can still learn* (36%) and 'adult learning is available for adults/people of any age' (29%).
- Those in the forget it segment didn't take any particular message away from the campaign, with the majority unsure.

The message, *adult learning is available for adults of any age,* appears to stand out for both the *internal* and *outreach* groups:

- Outreach: 18% pre-Adult Learners' Week, 42% post-week (caution: small sample size)
- Internal: 26% pre-Adult Learners' Week, 36% post-week

Do Adult Learners' Week Messages Capture People's Interest?

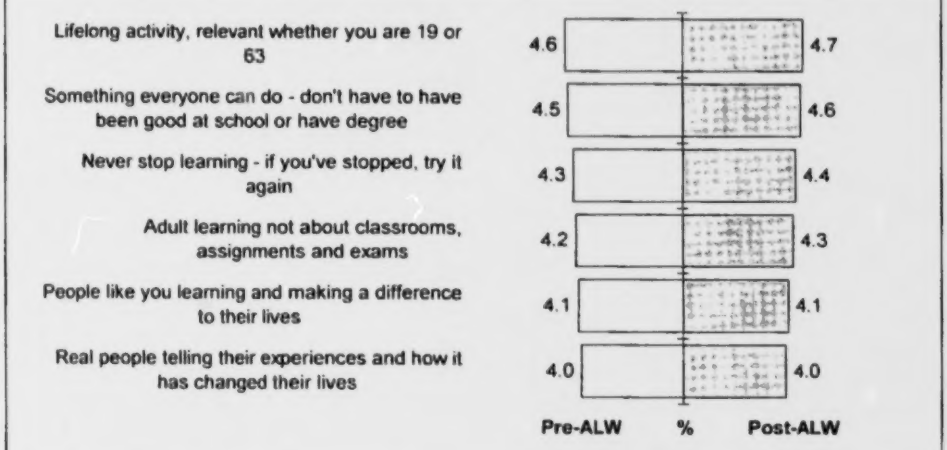
Adult Learners' Week messages capture people's interest

To aid in understanding the types of messages that people may be more likely to respond to, people were asked whether the messages promoted by Adult Learners' Week capture their interest in the concept of adult learning.

As noted in 2001, people report high levels of interest in all messages about adult learning. Mean scores for each statement, based on a 1 to 5 scale from 1 strongly disagree to 5 strongly agree, are in the range of 4.0 to 4.7 in the latest round of research.

Consistent with last year, the most favoured message is that *learning is a lifelong activity.*

High levels of interest for all messages



	2001		2002	
	Pre-ALW n=1024	*Post-ALW n=1007*	*Pre-ALW n=1014*	*Post-ALW n=1000*
Lifelong activity, relevant whether 19 or 63	4.5	4.4	4.6	4.7
Everyone can do—don't have to be good at school or have degree*	N/A	N/A	4.5	4.6
Never stop learning*	N/A	N/A	4.3	4.4
Not classrooms, assignments, exams*	N/A	N/A	4.2	4.3
People like you learning and making a difference to their lives*	N/A	N/A	4.1	4.1
Real people telling their experiences	3.9	3.7	4.0	4.0

Q10 If these messages were presented to you in a campaign about adult learning, to what extent do you agree or disagree that each one would capture your interest in the concept of adult learning?

Base: All residents aged 18+

Note: *Not asked in the 2001 research.

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Strong patterns for each adult learning segment

Not unexpectedly, the appeal of Adult Learners' Week messages shows strong patterns at the adult learning segment level. (This was one of the aspects taken into consideration when identifying specific segments.)

It is clear that the two most negative adult learning segments, the 'forget it' and 'unenthusiastic learners' segments, are significantly less likely to find appeal in all/most of the statements related to adult learning.

Of interest, however, is that the 'not for me' segment (similar in profile to the target outreach group and somewhat indifferent in their view of adult learning) is as likely as the general population to find appeal in the messages, suggesting they are not averse to hearing about learning per se.

The three more positive segments ('passionate all-rounders', 'learn to earn' and 'learning on hold') show higher-than-average appeal in the statements about adult learning.

The differences across segments (against the population average) are charted overleaf.

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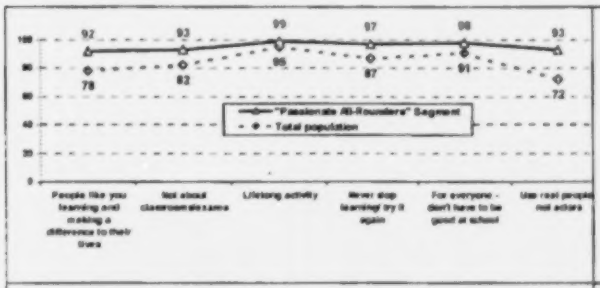
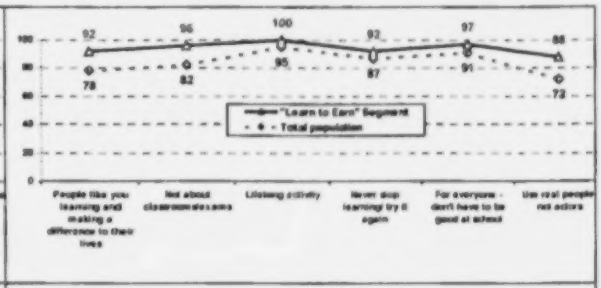
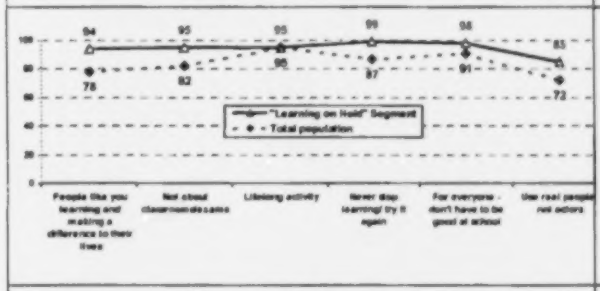
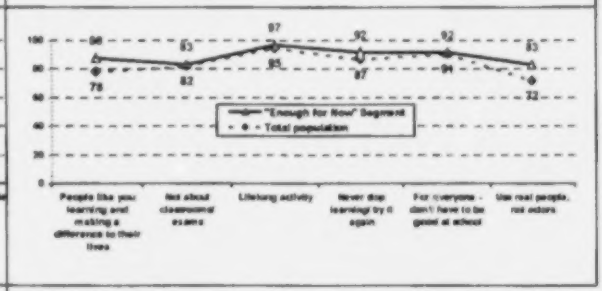
Positive learning segments

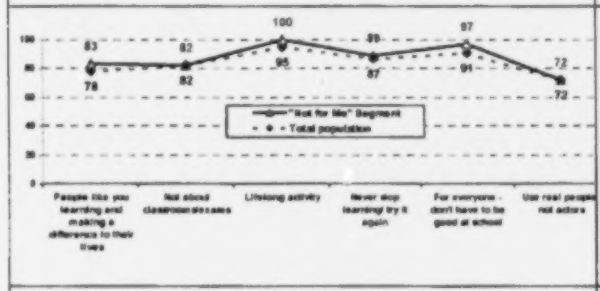

"Passionate All-Rounders" Segment
Total population
People like you learning and making a difference to their lives
Not about classrooms/exams
Lifelong activity
Never stop learning/ try it again
For everyone - don't have to be good at school
Use real people not actors



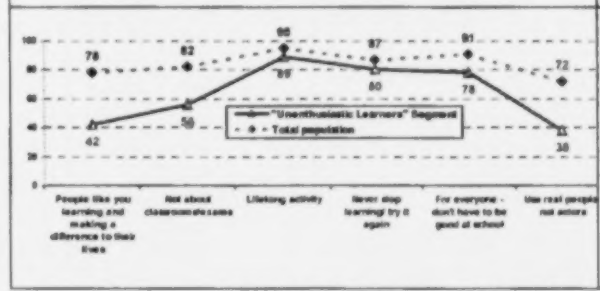


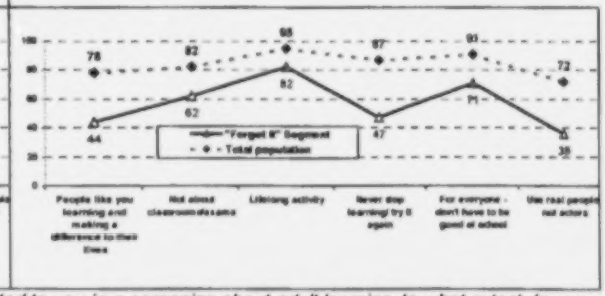


Indifferent learning segment



Negative learning segments





Q10 If these messages were presented to you in a campaign about adult learning, to what extent do you agree or disagree that each one would capture your interest in the concept of adult learning?

1 *There are people like you who are learning and making a difference to their lives.*
2 *Adult learning doesn't have to be about classrooms, assignments and exams.*
3 *Learning is a lifelong activity—it's relevant whether you are 19 or 63.*
4 *Never stop learning—if you've stopped, try it again and see where it takes you.*
5 *Learning is something everyone can do—you don't have to have been good at school or have a degree.*
8 *Real people—not actors—telling their experiences with adult learning and how it has changed their lives.*

Base: All residents aged 18+ in the post-Adult Learners' Week survey (n=1000)

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What are the Preferred Messages about Adult Learners' Week?

Preferred messages relate to career, learning at any age, and being fun

In the 2001 study, residents were asked an additional question: What types of messages would you personally like to see or hear about 'adult learning'? That is, what would be *more* likely to spark your interest?

Three types of messages were commonly mentioned:

- *Learning that can help your career* and the closely related message of *Opportunity to enhance awareness/open doors*
- *Never too old to learn/never too late/start later*
- *Learning is fun/meet people/make friends.*

Messages promote positive feelings about adult learning

To explore take-up from Adult Learners' Week messages, people were asked to respond to statements describing their possible reaction.

Adult Learners' Week messages encourage positive feelings—people tend to strongly agree that the messages remind them of the good things about adult learning, that they are prompted to think learning could be for them, and that learning is something they'll be doing in ten years' time.

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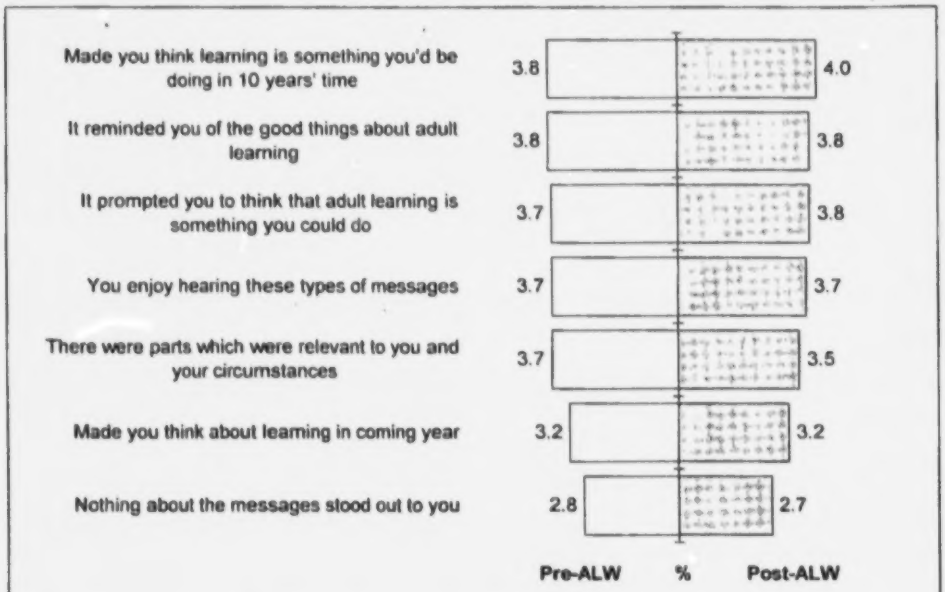
Similar levels of agreement with statements pre- and post-Adult Learners' Week



	2001		2002	
	Pre-ALW n=1024	*Post-ALW n=1007*	*Pre-ALW n=1024*	*Post-ALW n=1000*
Made you think learning is something you'll be doing in 10 years' time*	N/A	N/A	3.8	4.0
It reminded you of the good things about adult learning	3.9	3.8	3.8	3.8
It prompted you to think that adult learning is something you could do	3.6	3.6	3.7	3.8
You enjoy hearing these types of messages	3.6	3.6	3.7	3.7
There were parts which were relevant to you and your circumstances	3.7	3.4	3.7	3.5
Made you think about learning in the coming year*	N/A	N/A	3.2	3.2
Nothing about the messages stood out to you	2.8.	2.7	2.8	2.7

Q11 Still thinking about these messages about adult learning, using a 1 to 5 scale where 1 is strongly disagree and 5 is strongly agree, do you agree or disagree that...?

Base: All residents aged 18+

Note: *Not asked in the 2001 research.

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Message response strong among the internal campaign target group

Those in the *internal* target group are more likely than the general populace to respond favourably to Adult Learners' Week messages, with this more noticeable for being relevant and prompting consideration of learning in the coming year. Of interest is that both the *internal* and *outreach* groups are as likely as each other to feel that the messages reminded them of the good things about learning and that nothing in particular stood out to them.

Different messages hold appeal for different demographic groups, with a summary of the stronger differences also outlined below.

ALW messages connect with internal campaign target group

	Total sample n=1000	*Outreach group n=97*	*Internal group n=271*
Made you think learning is something you'll be doing in 10 years' time	**4.0**	3.5	4.3
It reminded you of the good things about adult learning	**3.8**	4.0	4.0
It prompted you to think that adult learning is something you could do	**3.8**	3.7	4.2
You enjoy hearing these types of messages	**3.7**	3.6	4.0
There were parts which were relevant to you and your circumstances	**3.5**	3.4	3.9
Made you think about learning in the coming year	**3.2**	2.8	3.6
Nothing about the messages stood out to you	**2.7**	2.7	2.6

Current and future learners show the greatest affinity with ALW messages

	Current learners	*Future learners*	*Non-learners*	*Females*	*18–44*	*45+*	*Metro*	*Regional*
Made you think learning is something you'll be doing in 10 years' time	✓	✓			✓			✓
It reminded you of the good things about adult learning				✓				
It prompted you to think that adult learning is something you could do	✓	✓		✓				
You enjoy hearing these types of messages		✓		✓				
There were parts which were relevant to you and your circumstances	✓	✓					✓	
Made you think about learning in the coming year	✓	✓		✓	✓			
Nothing about the messages stood out to you			✓			✓		

Q11 Still thinking about these messages about adult learning, using a 1 to 5 scale where 1 is strongly disagree and 5 is strongly agree, do you agree or disagree that…?

Base: All residents aged 18+ in the 2002 post ALW-survey.

Strong patterns for each adult learning segment

As with the reaction to general messages about adult learning, it is not unexpected that feedback from hearing Adult Learners' Week messages is strongly linked to the adult learning segment. (This was also one of the aspects taken into consideration when identifying specific segments.)

Messages receive a generally favourable reaction from all but the most negative learning segment—the 'forget it' group—who take very little away from the Adult Learners' Week messages.

The 'learn to earn' and 'unenthusiastic' segments show the greatest affinity for messages when asked whether anything stood out for them. These groups are the least likely to agree that 'nothing about the messages stood out to you', followed by the 'passionate all-rounders'.

The messages also seem to be on the right track in terms of prompting people that learning is something they could do and reminding people of the good things about adult learning. Close to half or more in all segments (bar the 'forget it' group) agree with these aspects.

Further, 'parts were relevant to you and your circumstances' is confirmed by half or more in all segments except the 'not for me' (similar in profile to the outreach target group) and 'forget it' adult learning segments.

The differences across segments (against the population average) are charted on the following page.

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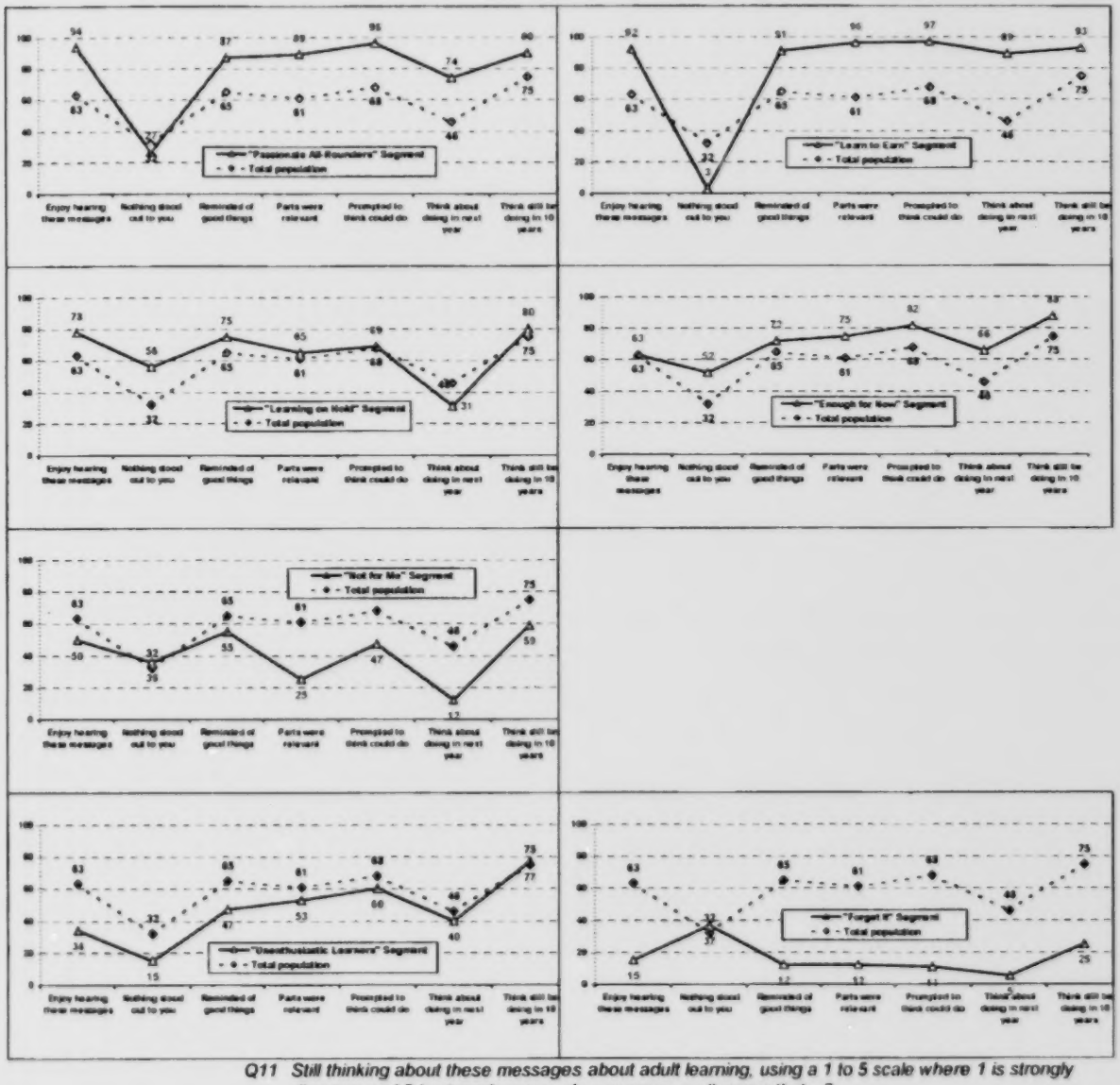
Section 4: Appeal of Adult Learners' Week Messages, Continued

Positive learning segments

Indifferent learning segment

Negative learning segments


"Passionate All-Rounders" Segment
"Learn to Earn" Segment
"Learning on Hold" Segment
"Enough for Now" Segment
"Not for Me" Segment
"Unenthusiastic Learners" Segment
"Forget it" Segment
Total population
Enjoy hearing these messages
Nothing stood out to you
Reminded of good things
Parts were relevant
Prompted to think could do
Think about doing in next year
Think still be doing in 10 years

Q11 Still thinking about these messages about adult learning, using a 1 to 5 scale where 1 is strongly disagree and 5 is strongly agree, do you agree or disagree that…?

1 *You enjoy hearing these types of messages.*
2 *Nothing about the messages stood out to you.*
3 *It reminded you of the good things about adult learning.*
5 *There were parts which were relevant to you and your circumstances.*
6 *It prompted you to think that adult learning is something you could do.*
7 *The messages made you think about doing some sort of adult learning in the coming year.*
9 *It made you think that learning is still something you'll be doing in 10 years' time.*

Base: All residents aged 18+ in the post-ALW survey (n=1000).

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Strategies for reaching each type of learner

Focus group discussions help to suggest strategies for reaching different types of learners; however, given the limitations of the structure and scope of the research, these represent initial views rather than a comprehensive analysis. They also necessarily focus on the segments of learners included in the qualitative research: committed learners, outreach learners, and those with some barriers to learning.

- For committed learners, learning is about *enjoying the world* and *exploration*. This group has developed a passion in a particular area or is looking to develop a passion; learning makes them feel alive and they want to be reminded of how much they can get out of the learning experience. This segment has generally had positive past experiences and they seem keen to revisit the enjoyment, the sense of achievement and of skills development.
- For outreach learners—males aged 45 years and over in regional areas—the focus is on *keeping pace with the world* and *validation* (tangible benefits and rewards), which arguably, could be a function of age and gender. This segment doesn't see learning as a totally positive experience and appear more likely to be influenced by technology and practical course material (not all 'reading and writing'/'classroom' activities). Messages may need to portray learning as fun, as providing a benefit, and as being a lifestyle and choice decision.
- Those with some barriers to learning show ambivalence and a sense of disconnection from the passion that committed learners have tapped into. This may be because they have never experienced it, perhaps due to early schooling, but also as they do not appear to have experienced it in their adult life. They are the '*excuse group*'; it is easy for them to make excuses as they don't see a role for or benefit from learning. If a message were to be used, it would provide some reassurance that learning is not about exams or lectures and that it can be fun or social (rather than the chore they might expect). This group is beyond rational barriers, however, with an apparent dread of going back to school.

Messages providing personal examples may be best for outreach learners and those with barriers to learning. This includes promoting competitions asking people to focus on past experiences, and encouraging word of mouth or personal introduction. The latter is difficult to manufacture but competitions provide a reasonable step. It is also important for these segments to hear positive but low-key communication about learning (quiet contentment vs. evangelical overtones).

Section 5: Qualitative Research

Adult Learners' Week focus

The 2002 Adult Learners' Week campaign targeted two distinct learning markets:

- An internal/industry program aimed at adult learning providers and learners
- An external or 'outreach' program aimed at older rural men.

This is the first year that Adult Learners' Week has divided its focus, and in addition, targeted a specific demographic. As noted in AdcorpGreen's *Review of promotional campaign October 2002**:

> *Dividing the campaign into two markets makes it easier, creatively, to deliver a stronger message to each market: it means that the encouragement/celebration message to the internal market isn't overshadowed or diluted by the exhoratory and informational messages in the outreach campaign. It does, however ... [mean] that less promotional pieces (and less quantities with each category) can be produced for each market.*

Types of learners

As a result of this shift in direction, the 2002 campaign evaluation sought to explore learning issues and campaign responsiveness among three types of learners.

- Committed learners (targeted with the Adult Learners' Week 'internal' message of *It's time to share the value of learning*):
  - People who have recently done and intend to continue adult learning, including some who have done or would consider teaching or organising classes/courses for adult learners.
- An outreach group (targeted with the Adult Learners' Week 'outreach' message of *Never stop learning*):
  - Males aged 45 to 60 living in regional/rural areas, not regular learners.
- Those with barriers to learning (as in 2001, research was designed to enable the development of future directions, hence the inclusion of a 'barriers' group):
  - People who have not done any adult learning and do not intend to do any in the future, including a representation of people who did not finish school, who are currently unemployed, and for whom English is a second language.

* *Adult Learners' Week 2002 review of promotional campaign, October 2002*, Karina West and Michael Honey, AdcorpGreen

Issues explored

While similar issues were covered with each learner segment, there were also segment-specific learning topics and communications. A summary of the discussion coverage is shown below.

All groups

- **Understanding of adult learning, perceived relevance and previous experience**
- **Motivations and barriers to undertaking adult learning**
  - What are the characteristics of someone who is most likely to learn and least likely to learn?
  - What things might prompt or hinder consideration of adult learning generally and for work/non-work reasons?
- **Reaction to communication campaign** (outreach with outreach and barriers to learning groups; internal with committed learners groups)
  - Prior awareness and opinion of Adult Learners' Week
  - Response to Adult Learners' Week material
  - What messages and call-to-action do people feel are coming from the material? Who is it being aimed at?
  - Any impact from seeing Adult Learners' Week messages?
  - What messages would people come up with if they were to design their own campaign?
  - What are the reactions to the website?

Committed learners only

- **Perceived benefits of learning and propensity to promote learning**
  - What sorts of benefits are obtained from learning (life/career)?
  - What would encourage to share experiences or lobby for learning?

Outreach only

- **Reaction to the learning dossier concept** (Defined as a formal record of skills and experience to identify existing skills and knowledge, and provide evidence to support claimed skills/ knowledge. Covering all learning (secondary, vocational education and training, ACE or community learning, higher education, workplace, voluntary work and community work.)
- **Adult learning resources and information sources**
  - Preferences for further learning and likely information sources
- **Exploring 'older workers'**
  - What do people think of the term 'older workers' for people in the workforce in the age group 45 years and over?
  - Are the terms 'new apprenticeship', 'traineeship', 'apprenticeship' applicable to older workers undertaking further learning?

Barriers to learning only

- **Participation in community activities/initiatives**
  - Participation in community activities and learning groups, attractions and disincentives

Understanding of Adult Learning

Understanding of adult learning

As in 2001, there are clearly three tiers of adult learning, and the more it is described, the broader its scope expands:

- 'Core' adult learning which involves short duration/part-time structured programs which tend to be institutionally based and primarily hobby/self-interest related
- 'Serious' learning which is qualification-based with a vocational motivation on a long-term basis (for example, professional development and self-instigated adult education)
- 'Big picture' learning which incorporates life, do-it-yourself learning such as research/reading, informal learning, and travel.

Within this framework, there are two schools of thought on what adult learning primarily involves. For one, it encompasses self-interest and vocation, while for some, it is positioned as vocation-related.

Committed learners segment

For committed learners, adult learning incorporates a range of activities outside the formal education system which follow a structured but short course format. These are strongly associated with TAFE, evident in both the Victorian and Queensland discussion groups, and can include certificate and adult interest courses, vocational updates, bridging courses and refreshing skills for the workplace. These perceptions reflect their prior experiences with adult learning.

> *People sharing the experiences and skills they have but not to the degree of formal education.* *Melbourne, Vic*

> *When I think of adult learning, I think of structure like a teacher and classroom.* *Brisbane, Qld*

Outreach segment

Those in the outreach target hold mixed opinions. Those in Bendigo consider adult learning as going back to school as an adult, involving night-time classes and being taught by a trained professional. Those in Charleville tend to see adult learning as being done at their own pace, being more relaxed than school, and involving a choice in subject matter—more about a change in direction *by choice*. Despite this, this group also focusses on (practical) courses such as TAFE and computer courses.

> *It's not like going back to school and learning arithmetic and English and that sort of thing. It's done at your own pace when you're older. It's not drummed into you.* *Charleville, Qld*

Continued on next page

Understanding of adult learning, cont'd

Outreach segment, cont'd

On-the-job training is the preferred type of adult learning for outreach participants, seen as relevant, practical and immediately useable. Off-the-job training is also considered to be good although it introduces an element of risk in not acquiring or using the skill (theory without practice).

Learn at your own pace has pluses (flexibility) and minuses (no qualification, requiring discipline, can't see how to improve on your own), while online training is the least favoured of all. (Many are unfamiliar, and in some cases, untrusting of the technology as well as trainer background.)

Barriers to learning segment

The barriers to learning group see adult learning as self-interest or vocation-related but tending to be:

> *[Subjects that one] ... doesn't learn when you're young.* *Sydney, NSW*

Does adult learning extend 'beyond the classroom'?

For many, 'beyond the classroom' learning cannot be classed as 'proper' learning. Learning needs to be about doing things the right way, and obtaining the right knowledge which only a professional teacher can provide.

Committed learners segment

Committed learners in Melbourne see this as life experience and personal experience, while in Brisbane, it involves online/correspondence learning and informal learning groups (for example church groups, quilting workshops). It is not considered to fall within the adult education 'definition', as opposed to committed learners for whom adult learning is something people commit to and seek out knowledge in a structured 'teaching' environment.

Outreach segment

Outreach participants find it difficult to align self-managed learning with a useful outcome. Those in Bendigo are of the opinion that self-managed learning may not result in a qualification (which is seen as a necessary outcome of learning), while those in Charleville feel that being taught by an instructor is important.

> *You have to have some sort of teacher ... how do you know if you're not doing it right if you don't have an instructor?* *Charleville, Vic*

> *In a lot of trades you have to have some sort of certificate or you can't do the job. Nearly every trade. So you have to go somewhere where they're going to give you a certificate.* *Bendigo, Vic*

Barriers to learning segment

Those with barriers to learning are also of the opinion that self-managed learning doesn't fit with the concept of adult learning.

> *... don't know how good you could be or how good you are until someone else tells you.* *Sydney, NSW*

What are the Attractors and Discouragers of Adult Learning?

Positives of adult learning

Core learners see beyond the immediate benefits of adult learning to life-enhancing benefits and other applications of gained knowledge. Those in the outreach and barriers to learning segments, however, tend to focus on short-term gains such as qualifications and earning potential.

Committed learners segment

Committed learners identify a holistic range of benefits from adult learning, including improving professionalism and business acumen, a sense of enjoyment and achievement, personal satisfaction, and a quest for learning and knowledge. They also mention the added pluses of keeping in touch with the world, keeping up with their children, and boosting their self-esteem (*"I can do it"*).

> *The ability to apply yourself... an adventure.* *Melbourne, Vic*
>
> *It opens your eyes, you see a different side of things.* *Melbourne, Vic*
>
> *I am a public servant and I don't need any external qualifications to get promotions, so I'm studying for my own satisfaction.* *Brisbane, Qld*

Outreach segment

Outreach participants see adult learning as a means of enhancing skills and job prospects (those in Bendigo) and as the ability to further a dream and learn at your own pace (those in Charleville). This segment is more likely to be motivated by career prospects and necessity, for example, loss of employment, with a strong preference for part-time courses which have a practical orientation and a qualified enthusiastic trainer. Retirement may also provide an incentive to additional learning (that is, keeping the brain active).

Barriers to learning segment

Those in the barriers to learning group cite earning money or saving money, fulfilment and doing a better job as encouragers to adult learning. They do however, see the benefits as learning new skills and perspectives, and a sense of sharing and support.

> *It's getting out there and talking to other people. Knowing that you're not the only person in that position.* *Sydney, NSW*

What barriers exist to adult learning?

Effort is probably the one word which sums up people's stated reasons for not embracing adult learning. This is regardless of whether people are in the outreach or barriers to learning segment.

Outreach segment

Outreach participants see the barriers to adult learning as their commitments—time, family, work, and social. For those in the vocation-focussed Bendigo discussion group, there is also a sense of having to do learning out of necessity (for example, retraining, updating skills), no perceived need/benefit to undertake learning and for some, the distance to travel. Those in Charleville, however, see less insurmountable hurdles, such as not having the contacts to know what is available, the risk of the wrong field (such as no employment prospects or unsuited to the chosen field), and not liking the feeling of being told what to do. Cost is also mentioned by some.

> *They've finished their work days. No interest in doing it.* *Bendigo, Vic*
>
> *Won't be pushed into things.* *Charleville, Qld*

Barriers to learning segment

Those in the barriers to learning group see the downsides of adult learning as inconvenience, impact on routine, cost, lack of motivation (self and others in a learning group) and poor instruction. The things which have discouraged them in the past also include cost, time, commitments and being tired and 'lazy', combined with a poor attitude towards education.

> *The idea of having exams at the end doesn't do much for me. The waiting, wondering if you've passed.* *Sydney, NSW*

Where does adult learning fit in the future?

As with understanding of adult learning, two schools of thought emerge on the likely personal direction for adult learning: those who see learning as career and those who see it as a mix or something to enjoy.

Outreach segment

For some outreach participants (those in Bendigo), adult learning is considered to be largely irrelevant for their future. They are happy with what they are doing or say they are too old, although admit it could be appropriate if they were wanting to change career path or, for some, take up a hobby. They feel that family members may be unsupportive or somewhat sceptical of a new-found interest in learning (*Why go and work? Just relax, You're not home enough as it is, What the bloody hell are you really doing?, Why are you doing it at 60?).*

> *I think I'm too old. I've had all my days of work and don't want to learn anymore. Now I want to go and see Australia. I've raised my kids, I've worked my life. I might learn by going around the country I suppose ... I suppose you're learning by going on holidays, but as far as going back to school, I wouldn't contemplate it at this age.* *Bendigo, Vic*

Continued on next page

Where does adult learning fit in the future?, cont'd

Outreach segment, cont'd

For the outreach group in Charleville, adult learning is seen as relevant to retirement in order to *keep your mind active*. Some do see it as a challenge if it's a *must do* for example for retraining or to gain employment. In contrast to the Bendigo group, the perception of family members is generally positive (*Mine wouldn't care, Good to see you out of the house, My wife has achieved so much and I've done nothing ... she would think it would put me on a better level of thinking and interest).*

> *Mustn't say enough's enough, must continue...to keep your mind active and not become a vegetable saying I'm too old to do that.*
>
> *Charleville, Qld*

> *There's a certain age when adult learning is hard to achieve... something that you're really only doing because you need to do it, not because you want to do it, it's hard to do.* *Charleville, Qld*

There is a general awareness of resources available for learning opportunities. Upon deciding to commence some type of adult learning, participants say they would contact TAFE or the universities, look in the yellow pages, go to the library as well as find out the cost and time involved. Local opportunities are seen to include TAFE, library, continuing education courses, computer course, and correspondence.

Barriers to learning segment

Those in the barriers to learning group see their future learning as career- and hobby-related but in the context of *when I have more time* (*no kids*) and *no exams*. This group is seeking hands-on learning. Interestingly (taking into account the segment), their families and friends hold a very positive attitude toward learning (*It'd do you good mum, you've been home too long, You've got to get out and get the brain going, My husband would say it's healthy to meet people, overcoming idleness)*, suggesting their barriers are based on fear and poor experiences with schooling and learning in general.

> *I found the practical part of doing the course much better, get your hands dirty rather than sitting in a classroom and watching someone write and copying it down.* *Sydney, NSW*

Placing findings in context is a key part of understanding attitudes towards learning

The focus groups included discussions designed to understand better the context of people's stated attitudes and perceptions of adult learning. As such, people's learning path was explored: Have they had positive and reinforced experiences? Have they tried learning in the past and came away disappointed? Are their learning attitudes coloured by early schooling? Are their expectations different from 'converted' learners?

Continued on next page

Placing findings in context, cont'd

Committed learners segment

For committed learners, learning is somewhat like breathing—*The day you stop exercising your mind you start dying. The more you learn ... it gives you a certain power, a certain confidence, a certain esteem, ... even if it doesn't relate directly to the job ... It broadens your knowledge on other subjects ... It shows you're willing to learn and shows initiative.*

Committed learners have undertaken a range of lifestyle and career/skills learning, ranging from afternoon craft workshops to computer courses to company instigated courses. This group of learners expresses a greater range of positive outcomes relative to other segments—they find learning enlightening, a means of progressing their future, developing their skills, providing time-out and social benefits (for example, doing courses with friends), and something they can use in other parts of their life (for example, apply a technique learnt elsewhere).

> *It made me think; it made me develop my skills to a much higher level and gave me a lot of new ideas I could share with my teams.*
>
> *Melbourne, Vic*

> *Feel happy and confident that I know more about the computer technology available. I found then I could start to relate to younger people, talk the same language, and find out things they were interested in on the internet.*
>
> *Brisbane, Qld*

Few negatives were mentioned about past learning experiences with the exception of some inflexibility in highly structured courses (part-time university courses), a lack of personal attention and interest from teachers, and class sizes and class length.

> *Older people learn differently to younger ones, especially with computer and photographics and that type of thing, and some of the older people dropped out of the course. I felt older people could have been grouped together to work together and help one another whereas the teacher has to deal with the whole class...interested in those doing well...*
>
> *Brisbane, Qld*

Outreach segment

The emphasis for outreach participants' experience of adult learning is skills- and vocation-based—this may have been influenced by gender, as participants were males aged 45 years and over. Courses tend to be practical rather than involve the pursuit of a hobby, for example, computer courses, horse psychology, chainsaw course, weed control, sports massage.

These experiences have provided a sense of achievement and challenge (*Just to prove you can do it, Sense of satisfaction from anything that's a challenge)*, learning a new technology, enjoyment from having 'hands-on' elements, and meeting people. The latter is not solely about making friends but continues to link to skills development: *... in the same field. You glean a lot of ideas from them which can be instrumental in your own business ...*

Continued on next page

Placing findings in context, cont'd

Outreach segment, cont'd

Past experiences have also undermined the value of learning for some in the outreach segment (and hence, soured their overall attitude to learning). This is primarily through deficiencies with trainers (their ability to identify and manage differing skill/knowledge levels of course participants). Others mention course material not meeting expectations and long travel times (for example, two hours one way is seen as too far) or allude to early school experiences.

> *To do 6 weeks one night a week was an absolute waste of time if you don't have equipment you can play with away from the classroom.*
>
> *Bendigo, Vic*

> *You only have to miss a point and you're lost. Teachers don't come back and slow down and you're lost.* *Charleville, Qld*

> *The best day of my life was when I left school.* *Bendigo, Vic*

Barriers to learning segment

To help in understanding how to best engage people who may have barriers to learning, those in this segment were asked about their involvement with community activities and peer learning groups.

Participation in community projects appears to be motivated mainly by a desire to contribute in a local sense (economic, social) and to reap the benefits personally via better local conditions/environment. There is also some altruism in terms of their involvement being the 'right thing to do' and setting a good example to others. Disincentives to involvement are a perceived lack of free time (shift workers, commuters), the time and energy needed to travel if it's not a local initiative, and a claimed inability to get organised and participate.

> *During the week it's just rush, rush, rush. On the weekends you just want to veg out.* *Sydney, NSW*

> *You see it advertised on TV and think 'gee, that's a good idea'... and then it might be in the news and you go 'oh, that was today'.*
>
> *Sydney, NSW*

While none in this group has personally set up a learning group, they are able to see positives in sharing experiences with people of similar interests, and gaining new perspectives. They feel a prerequisite would be a passion or keen interest in the subject. The negatives are seen as being the 'organiser'—an unwelcome responsibility and a thankless task.

> *Just the organisation ... trying to organise people to do a particular job is nigh impossible.* *Sydney, NSW*

> *It's a lot of responsibility and people don't realise that. They take it for granted.* *Sydney, NSW*

Lobbying for Learning

While committed learners are advocates of learning, they are reticent to be lobbyists

Committed learners talk to friends, family and others about their learning and what they are 'getting out' of it. They feel motivated to speak about learning in certain circumstances, with these being:

- A topic that people will be interested in
- Someone else has an interest (share the experience, help or offer advice)
- Sharing interesting stories or aspects of their course/anecdotes
- A topic of personal interest (more than just job-related)
- The course was interesting or well run
- It can be a conversation starter.

I was at lunch recently talking with another lady who was doing some study as well, and another person was there who had recently got divorced and said she was thinking of applying .... After we told her how good it made us feel and how we could actually do it, she said we had inspired her and said she would certainly apply now. *Brisbane, Qld*

The subjects you do because you want to do them and have an interest in talking about rather than if you did it for work. People are more interested in talking about a massage or cooking course than a computer course. *Melbourne, Vic*

These committed learners would be inhibited if they felt embarrassed about a subject (for example, basic computer skills if *everyone else is more knowledgeable than you*), they failed the course, or they're not excited by the course themselves. To encourage others, committed learners tend to:

- Share the highlights of the course
- Speak about confidence building (*Your general wellbeing increases—you'll feel better about yourself*)
- Mention it being a means of boredom relief (*You're filling in time and you're brightening your mind up. Suddenly you become more alert because you've got an interest in something, Something to look forward to*)
- Outline the range of courses available (*... endless*)
- Mention social contact (*... meet people that share the same interests*).

Talking to the media or lobbying is seen as an extreme step—a step well outside the comfort zone for most, although media involvement is seen as less confronting. These learners feel they would have to be very passionate, or very disenchanted, to end up being vocal, and would need to have a personal reason or an end cause (*If there was a severe funding cut looming then I would lobby like crazy*). While most hold learning central to their lives, this seems to be a passive rather than emotional involvement.

What might make committed learners lobby for learning?

Unless an issue is 'hitting home'; that is, something that will diminish committed learners' access to learning or quality of life, they are unlikely to rise to the occasion and actively lobby.

It is also clear that when lobbying becomes a formalised process (for example, local community champions, speaking to local schools/nursing homes), most committed learners are reluctant to become involved. While this suggests that an informal approach is required, learners must also have a motivation or passion for involvement, a community-minded nature, a sense of being an expert about the issue/topic, and have sufficient time and energy. As these attributes are very person-specific, it suggests that, while reminding learners of the greater good and their passion for learning is important, many may not respond (and it may take their joy away from learning).

Committed learners see lobbying as a job in itself, not as an extension of learning. However, if learners could realistically afford the time and energy and had a total passion for the subject matter, this may sustain and make them want to pass information or views onto others.

What Communication Material was Tested?

Communication materials and website tested

Group participants were shown a mix of communication materials used in the 2002 Adult Learners' Week campaign. They also received an individual set of materials as a reference for the discussion and to look at in more detail.

Committed learners segment

Committed learners were shown and read materials for the *internal* campaign, namely large display posters, bookmark, and 'What is Adult Learners' Week' cover note.

Respondents were given colour printouts of pages from the *website*, with the relationship between the main page and sections explained.

- *Home page*
- *Providers*
- *What is ALW*
- *Online Calendar*
- *Downloads*
- *Competitions*
- *Guests*

Outreach segment

Outreach participants were shown materials for the *outreach* program, namely television and radio commercials were played and the copy from the poster, A4 flyer, mini-poster and postcards for the Camera House Photography Competition and Collins Booksellers Writing Competition were read to respondents.

Respondents were given colour printouts of pages from the *website*. The nature of the printouts in relation to the electronic version was explained. Where a full printout would be quite long, a section was given as an example of the style of information and the way it is presented.

- *Home page*
- *Learner's Page*
- *What's on Around Australia*
- *Online Calendar*
- *Competitions*
- *Faces*

Barriers to learning segment

Barriers to learning participants were shown materials for the *outreach* program, namely television and radio commercials were played and the copy from the poster, A4 flyer, mini-poster and postcards for the Camera House Photography Competition and Collins Booksellers Writing Competition were read.

Respondents were given colour printouts of pages from the *website*. The nature of the printouts in relation to the electronic version was explained. Where a full printout would be quite long, a section was given as an example of the style of information and the way it is presented.

- *Home page*
- *Learner's Page*
- *What's on Around Australia*
- *Online Calendar*
- *Competitions*
- *Faces*

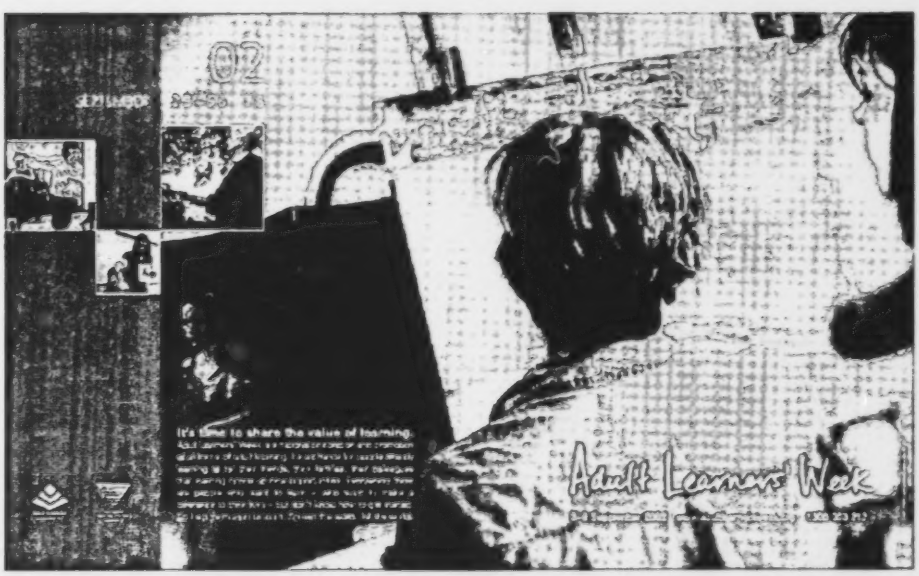
Internal Campaign—Communication Material

Vague recollection of Adult Learners' Week

Some committed learners have a vague awareness of Adult Learners' Week, having seen an ad. in the paper or courses in the paper mid-year, accidentally finding the website, or hearing it mentioned at a post-graduate night.

The concept obtains generally positive reactions (*to make the public aware and learn what it's about, give them a jump start, for people who may not know where to go or what to do*), although some feel a 'week' is lost (*They have a week for everything—you switch off to it eventually*).

To provide some visual background in reading responses to the internal campaign, a full-colour poster was available for display in the lead-up to and during Adult Learners' Week activities. This poster invited everyone to share the value of learning and was distributed to learning providers towards the end of May and in early June. A range of other material was also integral to the campaign.



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Internal campaign
Campaign seen as aimed at learning providers

Upon seeing the internal campaign material, most committed learners surmise that it is aimed at organisations and learning providers (including teachers), and that organisations and those in teaching roles would be most likely to respond. This was the opinion even among those who teach or who are involved in a learning group.

> *It's aimed at teachers and people who run courses. It's telling them to advertise their product.* *Melbourne, Vic*
>
> *... it's saying 'come and teach' not 'come and learn'.* *Brisbane, Qld*
>
> *We're here as having done the course, not as teachers, so it's a different forum.* *Melbourne, Vic*
>
> *It's not even that—everyone who has a registered course.* *Brisbane, Qld*

As always, 'designers' emerge in this situation with some liking the colour and layout (*quite trendy, not too crass ... kind of sophisticated*), while others feel it is dry and unappealing. There is also general agreement that there is sufficient information to take action, and visual cues give a feeling that it is aimed at hobby/personal learning.

> *The whole tone of the words appear to be more towards hobby-type learning rather than structured learning.* *Brisbane, Qld*

In Brisbane particularly, participants found it difficult to align the 'youthfulness' of the people portrayed with the concept (for example, *It looks like a young boy and his mother*, *They should have grey hair*).

One of the trainers in the discussion groups agreed that the material might promote interest (*If I was looking for more hours*); however for most, there is a distance placed between themselves and the message (*The people who would be receiving that are the people who are paid to be concerned with where their foundation is going).*

Internal campaign's call to action clear and relates to promotion

The perceived messages and call to action for the internal campaign are seen as encouraging organisations to take advantage of advertising and resources—getting organisations to *celebrate and promote what they do.*

> *Get out there, promote your services during Adult Learners' Week. There's opportunities to use it as a tool, there's logos, posters, get out there and do it.* *Melbourne, Vic*

It doesn't however, inspire committed learners to actively share or consider setting up a course (some had done so in the past) although they do recognise as a result of the materials, the choices for getting involved (website, phone, national co-ordinator, resource materials—*Ring the number, Go to the website*). Those in Melbourne are less responsive on a personal level than their Brisbane counterparts:

> *It's not for an individual* [to] *say 'gee I know something about this area I can go out and teach someone'. It doesn't portray that.* *Melbourne, Vic*
>
> *[Nor does it say] I've really enjoyed that and now I want to tell other people it's enjoyable. There's nothing in there about that.* *Melbourne, Vic*
>
> *I read that more as a student saying spread the word.* *Brisbane, Qld*

What might inspire committed learners to share or consider setting up a course?

One aspect of the internal campaign appeared to suggest to committed learners that they could be a *provider* of learning—the tag line of *It's time to share the value of learning.*

For most there is no natural progression from committed learner to training provider, with many other factors part of the transition decision. For example, as with lobbying, committed learners perceive this to be a job rather than an activity (for example, organising, coursework, need for financial incentive). Subsequently, those who may consider becoming a training provider comprise a small segment of the committed learner pool.

If this aspect is identified as a priority for Adult Learners' Week, the internal campaign may need to show committed learners the transition from student to teacher. This could include testimonials from learners who raised the doubts they are expressing (Did I have enough knowledge?, Would people want to learn?, Would I enjoy it?, Did I get help?) and found positives in the final experience.

Internal Campaign—Website

Internal campaign website
Home page, Providers, What is ALW, Online Calendar, Downloads, Competitions, Guests

Reaction to the Adult Learners' Week website among committed learners is generally very positive. It is seen as informative and of benefit to smaller training providers, although despite this, it isn't seen as encouraging an *individual* to set up a learning group or run a course.

> *It would seem that there's a lot of information on there and a background to it to make it more interesting and about why you should be going into it.* *Melbourne, Vic*

The main comments about the website, all positive in nature, relate to:

- *Online calendar*: *It helps give you ideas ... helps people who can't be bothered or think it's too hard. Helps people be creative.*
- *Professional*: *It's an excellent resource. It's been very professionally done. A lot of work's been put into developing the resources. Anyone that can access the internet ... If you wanted to get involved ... you can download posters.*
- *Graphics*: colourful, fresh colours, interesting photos/pictures
- *Benefits for smaller training providers*: *Smaller organisations have trouble publicising, trouble getting the message out to the wider community. Some people do work to get courses up but it will fail because no-one knew about it. So it's a positive initiative to try to arrest that situation.*
- *History of guests*: *The history of the guests might attract you to learning. Its good to listen to someone that knows a lot about a subject ...*
- *Competitions*: *An incentive, a bit of a motivation, I probably wouldn't have expected to find the faces thing—profile. I think it's great.*

Design 'experts'

Inevitably, some comments relate to web design; however, these are useful suggestions for ongoing management of the site.

- Reduce the number of words or shorten line lengths (*They don't need so many words ..., My issue is you get all the words that go the full length of the screen ...*)
- Events being made more user-friendly through links, for example, interactive map, drop-down lists etc. to get to the region of interest (*Need to make it as friendly as possible—you're not going to scroll to the bottom of the page.*)
- Provide closing dates for upcoming awards/competitions where these have been set (for example, 2003 competitions).

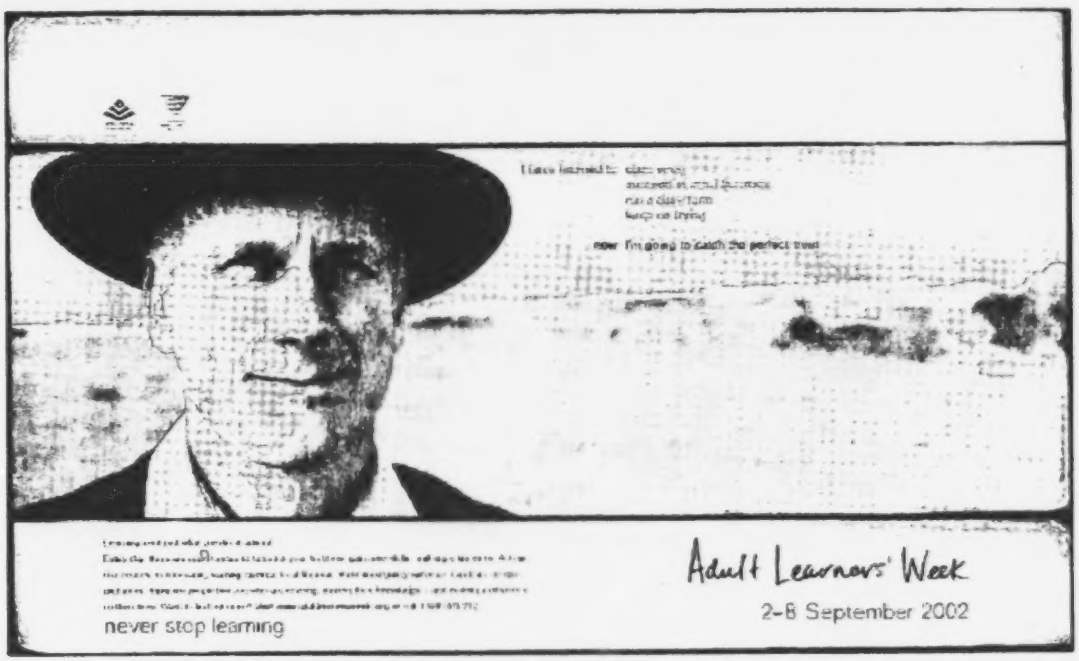
Outreach Campaign—Communication Material

Recollection of Adult Learners' Week seems higher among outreach participants

As with committed learners, some in the outreach and barriers to learning segments recall knowing of Adult Learners' Week; however, this seems more evident for the outreach group:

- One person in the barriers to learning group had a vague awareness.
- Some in the Bendigo outreach discussion recalled seeing something on television or 'somewhere' relatively recently, whereas most in the Charleville discussion say they had heard of it on the radio. (One remembered seeing the printed material in a local seniors' magazine.)

To provide some visual background in reading responses to the outreach campaign, promotional materials (see example below) were distributed among the wider community and broadcast on TV and radio. These materials sought to encourage members of the community to seek out the learning opportunities available to them, with outreach campaign targeting men aged 45 and above. A range of other material was also integral to the campaign.



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Outreach campaign obtains a mixed initial reaction

Outreach participants have a mixed initial reaction to the material. While those in the vocation-focussed Bendigo group are a little ambivalent, those in the Charleville group are very positive.

Outreach segment

Bendigo participants show little affinity for the Adult Learners' Week message, feeling there are already too many weeks (*They're a bit silly. They tend to run into each other*), aimed at students (*for the same sort of people ... professional students*), or for those with nothing better to do (*It's alright if you're interested. If people have nothing else to do*).

In contrast, Charleville participants could find little amiss with the communication—*I can't see any bad points to it actually*. This group find it thought provoking, relevant (*There isn't a young whippersnapper; it's based on the audience you're trying to attract. You can relate to it*), motivating (*If they can achieve that, it's something I can do*), and the right visual impact of being not too glossy/bright (*aimed at the older person*).

Barriers to learning segment

The barriers to learning group initially express negative thoughts of the outreach campaign material in relation to older males being profiled (*where are the women?, gives the impression it's only for men*). The notion of a preference for learning outside exams is spontaneously mentioned, but this is outside their earlier definition of adult learning (that is, as structured). There are however positives for this group.

- The tag line is believable: *never stop learning; it rings true. It's a given.*
- The idea of always learning is positive, reflecting the accumulation of skills as people mature.
- 'Normal' approachable people are profiled: *The person watching the ad. can relate to the people. It's not Lachlan Murdoch.*
- Implication of passing knowledge on: *Teaching life skills to young people.*
- The image of the countryside reinforces the 'out of classroom' aspect.

Outreach campaign seen as aimed at the older demographic

The communication material provides strong visual cues for the target market.

Those in the barriers to learning group perceive it as aimed at older men closer to retirement, and reinforces the idea that learning isn't just for the young. Its effect is to prompt them to think about their need for learning and to feel more positive (if not motivated) about learning.

Outreach participants feel the material seeks to reach people (males) aged 40 years or older or those in rural areas. The Bendigo group place themselves a little above those portrayed (some feel women may be a better target), while those from Charleville feel this is an appropriate target.

Continued on next page

Outreach campaign seen as aimed at the older demographic, cont'd

The impact of the material on the outreach audience appears to depend on their openness toward learning messages. Those in Bendigo claim it is not influential while the reverse emerges for those in Charleville for whom it:

- Provides a personal presentation with 'men just like them'
- Presents/poses a challenge to get involved
- Looks natural/not forced (country person in a country setting)
- Raises awareness and interest

I don't think I had an attitude to adult learning before. It's awakened something. Made an awareness of it... that lots of things are available and I hadn't thought of it. *Charleville, Qld*

- Imparts motivation.

It's probably changed it from, I'll do something in the future, to doing something more immediate. It's brought it home. You'd make a call to see what is available when you never would have done before. *Charleville, Qld*

Able to build on the basic message

The outreach campaign has a good strong message for barriers to learning participants who are able to build on the basic message. They offer few improvements other than including women and greater exposure.

You keep learning. You don't necessarily have to go to school or colleges. There are many avenues of learning. *Sydney, NSW*

You don't have to stay at home and vegetate. Even going to church. It's saying, go out and communicate and be with other people. Share your experiences. *Sydney, NSW*

Learning makes you happy. You get to the end and they're smiling. To learn makes your life worthwhile and you feel better about yourself. *Sydney, NSW*

You're never too old to learn. Life is learning. *Sydney, NSW*

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Outreach campaign, cont'd
Able to build on the basic message, cont'd

This is also the case for outreach participants, who have no difficulty in suggesting the message intended by the campaign. This is despite some mixed reaction from the vocation-focussed Bendigo group. (One participant sees it is dictatorial, as a criticism if you don't learn: *... get organised and come learn something. Why can't you do what you want to do? They try and impinge on your personal life.*) Comments also highlight the value of the community service announcements in the overall campaign.

There's always something new to learn.	*Bendigo, Vic*
It's saying you could fulfil your life... they all smile at the end.	*Bendigo, Vic*
I did it, you can do it.	*Charleville, Qld*
There's a chance if you want it.	*Charleville, Qld*
Diversification; milk the cow and use the computer.	*Charleville, Qld*

Call to action clear for outreach campaign

The call to action for outreach participants is seen as enquiring about courses, phoning TAFE or calling the number supplied. While the website is also mentioned, few are aware of this option (and few are internet-literate).

The barriers to learning group also take up an 'action' message saying it is trying to get people to share knowledge (*don't rest on your laurels—get out there and give it a go).* This group also noticed reference to the website, noticing *it's in dark lettering* alongside the telephone number (shown below).

Outreach Campaign—Website

Home page, Learner's Page, What's on Around Australia, Online Calendar, Competitions, Faces

The website is viewed favourably by outreach and barriers to learning participants (although many in the outreach discussions had limited understanding of the internet). It is considered to be informative and comprehensive (*It's more detailed than I had expected*—outreach participant, *It tells you everything doesn't it?*—barriers to learning participant), and importantly, the content is all seen as relevant. Other positives include:

- 'Faces', and the stories behind the faces, for those in outreach and barriers to learning audiences:

  It's good to know it's a real person, you think 'well that could be me, I could do that'. *Bendigo, Vic*

  They're not actors, they're real people. *Sydney, NSW*

- The learner's page for both outreach participants from Charleville and barriers to learning participants:

  At least you know what's available, where to go and what adult learning is. *Charleville, Qld*

  It gives you a start because when people out there want to learn about something they're not really sure how to go about doing it. At least with this it gives you some idea about what you can do. *Sydney, NSW*

- Similarly, the online calendar for these two groups, as it allows them to look for local events (an aspect also liked by committed learners):

  That lists all the different workshops, practically any walk of life you'd like to take on...it covers a lot and that's only one page! *Charleville, Qld*

- Outreach participants from Bendigo also mention colour in terms of using pictures that are attractive/stand out (also liked by committed learners).

Competitions do not seem as relevant to outreach participants as they aren't 'into' competitions.

Website improvements

Few negatives are mentioned, although some are uncertain about the longevity of the site beyond the actual week (*If we went there tonight would it be available even though it's finished?*) or feel the calendar could be better structured (for example, click on a date to find out what's available in a particular area). Barriers to learning participants also seem interested in asking further questions by phone or by email address.

The Older Worker

Views on training, retraining and reskilling

An additional section was included with outreach participants to help understand the nature of their views on training, retraining, and reskilling for work. In other words, if initiatives were put in place for training opportunities that were specifically aimed at the older worker, what would be the drivers of success, and what might be some ways of managing or getting beyond the inhibitors?

Exploring the 'older worker'

The term 'older workers' is seen as truthful and appropriate, and as applying to people aged 45 years and over.

> *I don't take umbrage at the fact that I'm described as older. Old means experienced.* *Charleville, Qld*
>
> *No point in being upset about it. That's what they are.* *Bendigo, Vic*
>
> *If you're trying to put it in some politically correct thing, I wouldn't worry about it.* *Charleville, Qld*

Other terms were also tested with outreach participants: apprenticeship and traineeship. These terms don't really 'fit' for older workers, with a general impression that they apply to someone just out of high school/youth (17–25 years) and are attached to low wages. Those in the Charleville outreach group also feel that the total commitment may be off-putting (exams, four year courses) and that 'traineeship' has negative connotations in terms of not leading to work.

> *I went for an apprenticeship when I was 18 and they said I was too old.* *Bendigo, Vic*
>
> *Apprenticeships and traineeships scream out at you 'low wages'.* *Bendigo, Vic*
>
> *[Traineeship] It's another way of not saying unemployment, it's subsidised work.* *Charleville, Qld*

Terms which are considered more appropriate for the older workforce are training course, adult retraining or adult apprenticeship/traineeship.

Reaction to 'learning dossier'

A learning dossier was described to outreach participants as a formal record of all skills and experiences similar to a passport, available in paper or electronic formats. It would identify existing skills and knowledge and provide relevant evidence to support the claimed skills and knowledge, covering all learning in:

- Secondary school
- VET/TAFE, ACE or community learning
- Higher education
- The workplace
- Voluntary work
- Community work

The concept of a learning dossier is familiar to one participant who had done something similar at a job network when unemployed three years previously. Those in Charleville (more open to learning than Bendigo participants) feel it is not relevant for those in current employment and cannot see the need for change.

Participants are able to identify a number of benefits with a learning dossier:

- Good record of skills, and better than a resume as it can display all skills

  Over the years I've done things and throw them away in a filing cabinet and have never put them together. *Charleville, Qld*

  Shows you're multi-faceted and have various skills that can be applied. *Bendigo, Vic*

  I've seen some tremendous resumes and the person's absolutely hopeless when they get there... the course is verified. *Charleville, Qld*

- Good for employers to look at
- Easier to send and update if it is in electronic form, and will save filling out job applications
- Would expect a standardised format for everyone to use (*You'd have to highlight your skills in an orderly manner*)
- Good for those who are unemployed or changing careers (not for retirees).

Where would people go for assistance?

Places where outreach participants would think to seek assistance in creating a learning dossier include a job network organisation, Department of Social Security (Centrelink), Mount Alexander Employment and Training Services (an organisation which shows unemployed people how to put together a CV) or a professional agency, and self and family (to find records).

None of us has the experience to set that out. And if you're going to use it you want it to be done professionally. *Charleville, Qld*

Appendix I: Learning Segments in 2001

In 2001, three clear segments were identified

Twelve months ago, three distinct levels of enthusiasm for adult learning were identified when considering attitudes toward adult learning and openness to the messages used in the 2001 Adult Learners' Week campaign. At that time, more detailed segments showed similar patterns with varying degrees.

- A *high appeal* segment of people who felt positive about adult learning and were open to these messages (55%): these are much more likely to be open to messages and information surrounding Adult Learners' Week and to actively participate in informal learning and see adult learning as part of their future. In terms of demographics, this segment includes more females, full-time workers, younger families, and regional households.
- An *of some interest* segment incorporating people who liked adult learning but were somewhat indifferent in their attitudes (39%): people who have positive opinions of adult learning but show limited awareness of Adult Learners' Week. This group includes more full-time workers, city dwellers, and males.
- A *doesn't fit* segment of people who held negative feelings towards adult learning (6%): people who are less interested in hearing Adult Learners' Week messages and are unlikely to include learning as part of their lives. They are in lifecycle stages that could be seen to place them apart from adult learning—older (65+ years), retired, living alone, and from a non-English-speaking background. There are also more males and those from regional areas.

Appendix II: Conversations with State/Territory Co-ordinators

2002 Discussions

In July 2002, ACNielsen contacted all state and territory co-ordinators to discuss their preparation for Adult Learners' Week 2002. Topics discussed include planned activities for the week, methods and timing for advertising and promotion and other issues that may impact on the results of the survey. A summary of these discussions is provided below, along with the national co-ordinator's responses to these same questions.

2001 Workshop

In 2001, a workshop was conducted following a presentation of survey findings to state and territory co-ordinators and Adult Learning Australia representatives (22 October 2001). South Australian and Western Australian co-ordinators were unable to attend. This workshop explored experiences with the 2001 campaign and reaction to survey findings. A summary of the workshop outcomes are provided in the 2001 report.

What activities/ messages/media are being used?

When will they be seen?

- **New South Wales:** Three main events—launch by Minister, launch in Penrith, and awards ceremony, with advertising 1–2 days before the events. Hundreds of events organised by ACE providers, most posted on website in July*. TV, radio, and newspaper advertising, both local-area specific and the national campaign, during Adult Learners' Week.
- **Victoria:** Editorials in metropolitan, local and ethnic newspapers the week before Adult Learners' Week. Advertisement in 'Footy Record' AFL magazine during the week itself. No TV or radio. Print materials sent to providers before July. Awards information sent before July. Print ads running week before Adult Learners' Week.
- **Queensland:** Grants advertised in all newspapers in April. Print materials sent to providers and grant applicants late May. Press release for grants May/June, press release for awards early July. Over 150 events planned during Adult Learners' Week, two launches—regional (Wide Bay) and metropolitan (Brisbane City Council libraries).
- **South Australia:** Press release mid-August—radio, TV, newspaper (mainstream, not community). Using press coverage of events rather than advertisements. Main event is awards ceremony during Adult Learners' Week with high-profile guests (Gabriel Gate, Minister), hoping for radio interviews with Gabriel Gate. Rest of state just grants.

* Note: According to the National Co-ordinator, by the end of July, only 22 events on the official calendar on the national website were from NSW. By the time of Adult Learners' Week, there were a total of 58 NSW-based events advertised on the online calendar.

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Appendix II: Conversations with State/Territory Co-ordinators, Continued

What activities/ messages/media are being used?, cont'd

When will they be seen?, cont'd

- **Tasmania:** No media pre-Adult Learners' Week. Media releases during Adult Learners' Week—three regional papers; articles in Adult Education (TAFE catalogue). Print materials sent to TAFEs etc. late May. Media coverage of awards launch end of May. During Adult Learners' Week: presentation of awards, international guest and expo for providers, expect media coverage. Brochures sent to providers about grants early August.
- **Northern Territory:** Awards/grants publicised early June. National print materials distributed early June. Media release for close of awards early July. Feature in newspapers in all regions—story about past award winner, July. Electronic newsletter to training providers with mention of awards and grants late July. Main event is award presentation during Adult Learners' Week, press coverage.
- **Western Australia:** Grants and awards advertised in community newspapers (14 metro, 9 regional) and website and flyers to 14 000 organisations at the end of May. Awards closed early July and presented late July. Ads for specific events in community papers week before Adult Learners' Week. Community radio talk back with award winners also one week before. Four postcards (separate from national ones), three to promote specific events (satellite broadcast, international guest speaker) and one general to cafes, mail early August.
- **Australian Capital Territory:** Mail out of print materials and award applications to ACE providers mid-July. Newsletter to registered training organisations in June and July. Advertising campaigns in local newspapers promoting local providers in mid-August. During Adult Learners' Week: awards dinner, breakfast meeting, event combined with National Portrait Gallery.
- **National:** In addition to the national print, online and broadcast campaign outlined elsewhere in the document, the national co-ordination team presented two extended workshops as part of the Adult Learning Australia national conference in August. To launch the week nationally, the national co-ordination team organised an event that took place at the Roseville Returned Services League involving a number of groups from the older (men) focus audience, and a speech by the Federal Minister for Education, Science and Training, Dr Brendan Nelson. During the week, the team managed the national tour of two international guests, which involved speaking engagements around the country as well as several interviews with the media. In the middle of the week, the national co-ordination team also presented an event, 'Going Beyond the Tour', at the National Portrait Gallery and involved representatives from all of Canberra's national cultural institutions. Following the week, the team developed and publish a tool kit for use by the adult learning community to help engage better with the male audience.

Appendix II: Conversations with State/Territory Co-ordinators, Continued

Do you find it difficult or easy to co-ordinate?

- **New South Wales:** Easy, all providers very co-operative
- **Victoria:** Easy
- **Queensland:** Easy, support from national office
- **South Australia:** Busy, time-consuming, but receiving co-operation
- **Tasmania:** Good steering committee with reps from Adult Learning Australia, neighbourhood houses, university etc., also support from other community groups (aged care providers)
- **Northern Territory:** OK, but if it gets any bigger will need help
- **Western Australia:** No problem, 2 third-year interns helping, excellent working party with reps from ACE, Adult Learning Australia, TAFEs, local government associations
- **Australian Capital Territory:** A nightmare, co-ordinator only started in April and no support until July. Media co-ordinator only appointed in July. Registered training organisations supportive, support from Canberra Institute of Technology
- **National:** The national co-ordination of the week within a federal system presents some difficulties, especially as there is not a universal acceptance of what the term 'adult learning' means in this context, or what Adult Learners' Week seeks to achieve. Not having a national database of learning opportunities limits the potential of the campaign to meet the needs of the Australian public. Encouraging learning providers to participate in the week can sometimes present a challenge, especially if the learning providers have missed out on receiving an Adult Learners' Week grant.

What types of queries are asked on the 1300 number?

- **New South Wales:** Call co-ordinator directly, specific questions regarding certain courses, age requirements.
- **Victoria:** Diverted to TAFE course line, they record all calls, none received yet.
- **Queensland:** Direct to co-ordinator, from the community regarding types of courses, where to go.
- **South Australia:** National office takes calls.
- **Tasmania:** Direct to co-ordinator, no calls yet, expect after TV starts.
- **Northern Territory:** Direct to co-ordinator—awards, grants, what is ALW?, calls to private number also.
- **Western Australia:** Diverted to Training Information Centre—they know everything about ALW.
- **Australian Capital Territory:** Goes direct to John Cross.
- **National:** Callers wanted to either discuss, in general terms, the learning opportunities that may be available to them with reference to their particular circumstances, or else wanted detailed information about a specific course or subject (such as computing) available in their local area. Some callers wanted to find out what Adult Learners' Week was and what Adult Learners' Week activities were happening in their local area.

What do you see as the benefits of Adult Learners' Week?

- **New South Wales:** Opportunity to promote purpose of adult learning and create images of how we want to see adult learners of the future.
- **Victoria:** Heightened awareness, organisations can promote themselves, particularly smaller local groups.
- **Queensland:** Gets people thinking about learning, chance for community organisations to be recognised, to celebrate and to receive grants.
- **South Australia:** Adult Learners' Week is an excellent concept.
- **Tasmania:** Knowledge of adult learning opportunities, providers are given the opportunity to advertise.
- **Northern Territory:** Promote lifelong learning, promote training, learning doesn't stop when finish school, encourage people to keep learning.
- **Western Australia:** Promoting the idea that learning is not just courses, promoting incidental learning.
- **Australian Capital Territory:** Opens people's eyes to what's available; promoting lifelong learning; put experience to good use; promote volunteering and putting back into the community.
- **National:** It is an opportunity to raise awareness among the general community, the media, and policy-makers of the breadth of learning opportunities and activity in Australia. It is an opportunity to demonstrate that different forms of learning are relevant to different stages of life and that the many forms of learning activity contribute to individual and community wellbeing. Finally, it is an opportunity for advocacy; it is a time to take stock of what has been done, and what still needs to be done, with regards to learning provision in this country.

Appendix II: Conversations with State/Territory Co-ordinators, Continued

Is there competition to Adult Learners' Week from other 'weeks'?

- **New South Wales:** No
- **Victoria:** 'Let's Read' expo and Literacy Week—but the focus is on school children.
- **Queensland:** International Literacy Day 8 September, Seniors Week—but not a problem, some places incorporating events.
- **South Australia:** Year of the Outback—not a problem as piggyback events, close to training awards, bad time weather-wise, Royal Adelaide Show the same week.
- **Tasmania:** Excellence awards (Dept Education) finished now, but some overlap earlier in the year; Literacy Week same as Adult Learners' Week, but no great problem.
- **Northern Territory:** Numeracy/Literacy Week, positive as they promote Adult Learners' Week at their events.
- **Western Australia:** Literacy Week, but not a problem as linking some events.
- **Australian Capital Territory:** No problems, joint event with Academy of Science lecture for seniors.
- **National:** While there are many other weeks occurring at or around the same time, these are not seen as competition, rather, they are opportunities for collaboration.

Other comments

- **Victoria:** Activities spread evenly across the state.
- **Queensland:** Would like more time from the international guest. Activities are evenly spread across state.
- **South Australia:** Trying to emphasise 'fun, enjoyable, interesting' elements of learning. Expenditure on national promotion is vital and would make it easier to get sponsors.
- **Tasmania:** Website good, being used to post events.
- **Northern Territory:** Department of Education and Training offices in all regions. Print materials—white male on A4 flyer doesn't apply to the Northern Territory. High use of website to promote events.
- **Western Australia:** Events also listed on Department of Education and Training website as well as Adult Learning Australia website. Western Australia uses the line What have you learnt today? on all correspondence.
- **Australian Capital Territory:** ACE Council lapsed Dec 01, new council was not formed until 4 July 02—delay to Adult Learners' Week preparations.

Appendix III: Summary of 2001 Qualitative Findings

Three tiers of learning

There was a consistent response about what people view as 'core' adult learning—short duration (including part time), structured programs which tend to be institutionally based. The type of learning placed in this category is more of a hobby/self-interest nature.

The next tier of learning is defined as 'serious'—qualification based with a vocational motivation, on a long-term basis. It is seen to include professional development and self-instigated adult education.

A further tier, thought of in retrospect, relates to the 'big picture'—life, do it yourself learning such as research/reading, informal learning, and travel.

People acknowledged that adult learning is a hazy term—the more thinking put to describing it, the broader its scope expands. In terms of location, Sydney participants linked continuing education with adult learning.

What are the characteristics of someone who is most likely to learn?

Rather than seeing each 'person' demographically, learning outlook was more likely to be linked to attitude—a sense of self-confidence to start learning. It was also widely felt that an adult learner isn't just fresh out of school or university.

Motivations for undertaking adult learning were noted as a sense of achievement and reward, doing something beyond self/expanding self, and getting out and meeting people.

Barriers to adult learning, for those committed to the concept, were distractions such as travel, work, and friends. For those who were not committed, barriers were seen as a less positive experience in formal schooling—needing to know it's fun. This group had the view of learning of being told what to do and when to do it, rather than thinking of it as a choice.

What communication materials were tested?

Communication materials included two postcards, two bookmarks, four full-size posters and the 15-second version of the four community service announcements. These were shown together.

Other promotional material used in the campaign included A4 mini-posters and award forms. It is unlikely that including the range of campaign materials in entirety would alter the overall research outcomes; however, as some include more or less information, comments on individual attributes may vary to some extent.

Overall—Some positives, some issues

People recognised that there are positive stories about how learning has added to the lives and skill sets of individuals, and considered the groups used to demonstrate different life phases or demographics were relevant and appropriate. The strength of the message was heightened by exposure to all messages/life stories—if people see one of these and find it difficult to relate, they are less likely to look further and identify the message and/or relevance.

Other general reactions suggest that there may be opportunities not capitalised on—the material did not immediately capture attention or clearly relate to adult learning. Some suggested they would like to see learners in action (doing something related to their learning) or props shown to support the message and prompt attention.

What attributes are associated with material?

An association approach was used to test underlying reaction to the materials. Key words relating directly to the objectives of Adult Learners' Week were probed in greater detail: appealing, inspiring, credible, reassuring, and informative.

Is it appealing?

People found aspects of the communication material appealing, saying that the stories and messages were positive and realistic. There were, however, issues with the lack of colour and energy.

Is it inspiring?

The 'stories behind the people' are definitely inspiring although the delivery of this message was seen as a detractor.

Is it credible?

There was widespread agreement from most that the communication material was credible—people reacted with a top of mind response of 'very' and 'yes' when queried on this description.

Is it reassuring?

The communication material was also seen to be reassuring, in the sense that people agreed that the material made learning look attainable and beneficial.

Is it informative?

Once introduced to the concept of adult learning, people want *specific* information on what courses are out there, what they can do, and what it is that Adult Learners' Week wants them to do. Please note that the mini-poster contained more details than other material, although still not to the extent that most alluded to.

Appropriate?

The people used for the case studies were seen as appropriate; however, there was a feeling that the material could have more energy to mirror a sense of motivation/excitement/achievement and more information.

Boring?

The message wasn't perceived as boring, however the execution was seen as colourless and lacking action.

Continued on next page

Appendix III: Summary of 2001 Qualitative Findings, Continued

Friendly?	Community service announcements were viewed as more friendly than print (smiling faces, approachable/ordinary people). Some felt the posters needed warm colours to emit a 'friendly' look.
Vague?	Material was seen as vague as it was not obvious what people were meant to do as a result—it was seen as a little too abstract.
Fragmented?	The different messages and the creative tied together well.
Outdated?	The concept of adult learning was not viewed as outdated but the black and white colouring obtained a mixed reaction.
Intellectual?	The campaign material was seen as appropriately mainstream and aimed at the right level, linked to the use of ordinary, everyday people.
Relevant?	Overall, it was seen to be a relevant message for society.
What does 'Make the Connection' mean?	When asked about the tag line of 'Make the connection', participants came up with a range of ideas about what this relates to. There is almost a sense of confusion given the broadness of the term.

What messages do people feel are coming from the Adult Learners' Week material?	Messages taken from the communication material had a consistent theme, including terms such as: never too late to learn; try adult learning; regardless of background/range of people; and learning benefits people. The material acted as a reinforcer and reminder that adult learning was an option and there was positive residual if all campaign materials were viewed together. The more difficult outcomes were making a link with the motivation to do anything further and conveying the fun factor. Participants didn't feel that Adult Learners' Week would impact on their likelihood of undertaking adult learning—partly due to already being aware of it as an option and partly due to the perceived low impact of the campaign material.
What messages would people come up with if they were to design their own campaign?	Participants were asked to design their own messages about adult learning, some of which were found to overlap those used as part of Adult Learners' Week. Underlying issues were to promote a fresh start, be future-oriented, and focus on the expansion of knowledge, interests, friendships and opportunities. Colour was seen to be important as well as including a feeling of fun. The use of real life stories, as used in the current campaign, featured strongly.

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